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THE JOURNAL OF EDUCATION

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IRL H. DULEBOHN

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MARY ALLISON BELDING

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Lexington, Kentucky

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The Editors Say...

In our News Edition of November 16 we made one of the saddest announcements we have ever been obliged to make. It was the news that Irl H. Dulebohn, who had so recently joined our staff as a Contributing Editor, following many articles from his pen, had perished in a wholesale drowning tragedy which cost six other lives.

No other schoolman of our acquaintance wrote more interestingly or more inspiringly than Superintendent Dulebohn, and it was an object of editorial pride with us that he had been attracted to our pages and that we had been privileged to bring into the light a man of his talent—a man who, by the way, required considerable persuading by his friends before he would consider his material worthy of publication at ail.

Two unpublished articles of Mr. Dulebohn's were in our hands at the time of his death. One of these, "I Wish My Teachers All Would Be Sincerely and Wisely Helpful," appears in this issue. The other, "I Wish My Teachers Were Worthy of Imitation," will appear in January, and will be specially appreciated by those who knew the author; for they know how truly he himself was "worthy of imitation."

•

An article by Mary Allison Belding on books for general reading is an event many readers anticipate with pleasure. Her discriminating choice of books and her apt characterizations and keen appraisals are well exemplified in her present article, "New Books for General Reading."

•

We are happy to have as our guest in this number the public school system of Lexington, Kentucky. We congratulate Superintendent Henry H. Hill upon having so much to tell and upon his gift of telling it so interestingly and compactly.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Unruly Cycle

ONE of the commonest errors in popular thinking is that which closely relates the condition of the nation's business with the political party which happens to be in power. No one has ever been able to determine precisely the effect of the government on economics, but in all probability the tie-in is very loose. The business cycle takes its course—and political rulers get praised or blamed for what is largely beyond their power to control.

The young citizens in the schools should have their attention drawn to this popular misconception. Each of the major parties has at one time and another suffered from it.

• • •

The Upswing

ENCOURAGING indeed is it to note the frequent news despatches, these days, telling of improved business conditions.

Most conspicuous are the notices of increased dividends and wages. Evidently the close of 1936 is going to see many millions of dollars over and above the usual amount of the past few years, put into pay envelopes and the pockets of investors.

One wonders, perhaps, that these distributions have occurred so soon after the re-election of Mr. Roosevelt. No doubt a good many decisions were withheld by corporation directors until the chance of having a Republican President had vanished. That is to say, political considerations prevailed to delay these signs of a returning abundance. There is, however, another factor in the present situation; namely, the nearness of December 31, when the taxable year of corporations ends. Earnings that are left in the company treasuries as surplus will be subject to the new and sizeable taxes on undivided profits. Many firms would rather cut melons with stockholders and employees than with Uncle Sam.

Almost more encouraging than the higher dividends and payrolls, is the evidence from Washington that Federal relief rolls will have a million fewer names on them the coming January than a year ago. The estimate for January, 1937, as announced by PWA Administrator Harry L. Hopkins is 3,750,000 relief clients. Two years ago—in January, 1935—the total reached its peak of 5,316,000.

It is well that industry is finding need for more workers and is not just handing bonuses to those already holding jobs. Also it is gratifying that the introduction of new machinery has not been so rapid as predicted by those croakers who thought the country never could get its employables back into private industry. The goal is not yet reached, but from now on—with election out of the way—the upswing of business and the increased demand for workers should be still more rapid.

• • •

Why Ballot Holds

A FURIOUS, frenzied presidential campaign is waged once every four years in the United States.

Finally—the election comes. The citizens cast their ballots. And in a few hours the outcome is determined and announced.

After that what happens? The citizens who favored the lost cause and candidate react with varying degrees of regret. A few of them go around with glum faces and wagging heads for the next fortnight. A lot of others who quite as sincerely believe a grave mistake has been committed, soon bury their disappointment and appear to be as merry as usual. At least—they reason—the matter has been settled for another four years.

This habit of accepting the verdict of the votes is one of the best features of our American political life. Our citizens are content to abide by the decision and if they do not like it this time, to wait patiently for another four years to roll around and bring a fresh opportunity to win or lose with one's ballot.

What is behind and beneath all this? Is it merely habit?

Yes—it is habit. But it goes back to another and deeper habit. That other and deeper habit is one of faith in the Constitution. Without the Constitution, with a respected tribunal to interpret and enforce it, and with a public ready to support the high tribunal's rulings—each election might become an occasion for the passing of new laws which would trample on the rights of defeated minorities. It is the Constitution and the almost universal respect for it among the citizens, that cause us to accept and abide by the verdict of the ballots. We know that we shall not be the

victims of discrimination in any major respect enumerated in the Constitution. While the Constitution holds, the ballots will hold. They stand or fail together.

But the very security and stability which are thus established, depend in turn upon the further principle that the Constitution can be amended by the same ultimate authority—the people.

The ballot, the Constitution and the power to change the Constitution in an orderly manner—these are the triple secret of that post-election peaceableness which is the envy of some other nations.

• • •

Another Nazi Kickover

A WORLD which for the most part calmly acquiesced in Germany's denunciation of the treaty which had made a demilitarized zone of the Rhineland, is not going to become feverishly excited over Germany's latest action of repudiating the pact authorizing international control of her inland waterways, such as the Rhine, the Elbe, and the Danube.

This waterways declaration is regarded as the final effort to shake off the foreign domination established after the World War as marks of defeat and as precautionary measures against another attempt on Germany's part to project the Continent into war.

The German waterways do not happen to run entirely within Germany, and that fact opens the likelihood of serious complications. Will Germany, in time, consent to re-enter an agreement with her neighbors, provided it is quite voluntary and free from the pressures exerted by victorious powers? This remains to be seen.

It becomes perfectly clear that Nazi Germany has no further respect for the after-war treaties which were deliberately planned to maintain a condition in which she would be obliged to keep peace. The hoped-for ending of the German tendency to regard treaties as "scraps of paper" has ended merely in more scraps of paper, torn up by the leaders of that same nation.

Might it not be that some wise old statesman—or some experienced psychiatrist with statesmanly insight—could discover and help to remove the latent cause of all this inability of Europe to let things settle down to a sort of working harmony? Something as simple as an unclasped safety pin has been known to produce a heap of squalling.

• • •

Newspaper Reticence

THE British press, in refraining voluntarily from publication of stories about the king and his American friend, Mrs. Simpson, has set an example of journalistic delicacy and reticence which we might like to see imitated in the United States. Perhaps, in a matter so intimately concerned with our sovereign—if we had one—the American press would be equally silent. But we have our doubts. One section of the press would be certain to break loose, and other sections would feel constrained to do likewise.

The British press was notably considerate of the Lindberghs when they arrived there in an endeavor to escape the publicity they were getting in this country.

Can it be that the British press possesses a finer standard of what is fit to print than does the press of America? We wonder.

Even in this land of journalistic enterprise and free utterance in bold type, there is a vast difference between newspapers in the class of news they print. Some will print almost anything they think will appeal to sensation-hungry readers. Others will print principally what they believe an intelligent and alert public wants to know.

Teachers can render worthwhile educational service by helping their students to discriminate between the two kinds of newspaper. The second kind is less easy to read without preparation, and that is the reason so many readers prefer the sensational papers to the substantial ones.

The publishers may frequently underestimate the mentality and interests of the public, but in the long run the public gets about what it chooses to have by way of newspapers.

The schools can do vastly more than they are yet doing to raise the popular taste in respect to newspapers—many of which, by the way, are bought for their comic strips and little else.

• • •

Politics or Merit?

HISTORIANS have shrewdly observed that the extensions of civil service in the United States have occurred toward the ends of various administrations—when Federal employees already on the rolls could automatically be allowed to stay, and only the newcomers would have to pass examinations.

Recent hints from the White House have indicated that some 300,000 employees in emergency bureaus who came into their jobs without civil service tests, will be transferred to the merit system but only upon their passing examinations. This will be a phenomenon worth watching, if it really happens.

Will Mr. Roosevelt, after a national vote of confidence mightier than was ever before given to any President, devote himself even more wholeheartedly to making a great name for himself as one who dared to clean up the spoils system at the very outset of his second term? We do not know. We can but hope.

I Wish My Teachers All Would Be . . . .

Sincerely and Wisely Helpful

By IRL H. DULEBOHN

I LIKE the teacher who is helpful. Not excessively helpful to the point of projecting himself into the path of the pupil who is already forging ahead under his own steam. Not mistakenly helpful to the extent of solving problems that pupils could and should solve for themselves. Not ostentatiously helpful merely for the purpose of exhibiting his own erudition. I mean sincerely and wisely helpful—so helpful that, as the pupil progresses, the teacher becomes less and less necessary to that progress. Help ill chosen or wrongly applied often proves a hindrance. The knowledge of when to help pupils, when not to help them, and how much to help them is pedagogical wisdom of the highest order. My hat is off to the fortunate teachers who possess it.

How does one acquire such wisdom? Well——

Children learn through their own mental activity, not through that of their teacher. A teacher is of value only in so far as he stimulates his pupils into useful mental activity and guides them around or over the difficulties that obstruct their paths. Mastery of this elementary principle is the first step toward pedagogical proficiency. The child never learns to swim whose teacher supports him constantly in the water. The swimming teacher who is wise gives support and instructions only when they are necessary to keep the pupil from going under. He seeks constantly, as all true teachers do, to make himself unnecessary to his pupil. Fortunately for the swimming teacher, he can see when his pupil needs support. Teachers of other subjects find the need more difficult to determine. Nevertheless, knowing when to help a pupil and how much to help him is the second step toward wisdom. Teachers must master it, must learn to know whether a pupil's distress signals are true or false—whether he needs help or only wants it. Without this knowledge, no one can teach wisely or well.

How does one know when to help a pupil? He reads the signs. To the novice they perhaps mean nothing, but to the expert everything. We must know them as an actor knows his cues.

But we must not be superficial in the study. The pupil who raises his hand the highest or waves it most wildly is not always the most direly in need of help. The pupil must have shown signs of purposeful activity before he can need help at all. Unless he is in the water he cannot possibly be sinking. One must recognize the signs of purposeful activity. The hunter knows from their baying whether his hounds are in pursuit of game. The foreman knows at a glance whether his men are laboring or only leaning on their shovels. The teacher, too, must gain this understanding eye and ear. If the pupil is working he may need help. If not, he needs, not support or instruction, but stimulation. We must first get him into the water before he can learn to swim.

Once a pupil is working out his own problems, once on his way, under his own power, the wise teacher lets him alone—until he shows signs of slowing up or of sinking. No pupil worth his salt asks for help or wants it so long as he can go forward alone. Nor does he respect the teacher who forces it upon him. The greatest satisfaction in life comes from honest accomplishment. "I did it myself," are the proudest words ever spoken. To force unnecessary "help" upon a pupil is to deprive him of this supreme satisfaction. A teacher must read the signs and be sure they say "Help Wanted," before he steps in.

And even then he must be careful not to help too much. To return to our overworked analogy, one does not pull the pupil bodily from the water the moment he starts to sink. Usually a mere touch is sufficient to bring his head up and restore his confidence. To change the figure somewhat abruptly, the teacher must be careful to tie up only the thread of thought that is loose—not assume possession of the entire skein. The pupil learns through his own mental activity, not through that of his teacher. The teacher must strive constantly to make himself dispensable.

To do this skillfully, the teacher must know his pupils. Know thyself may well be the first law of philosophy, but know thy pupils is the first law of pedagogy. Know their abilities and their mental habits. To those who are able and self-reliant we need give only a hint here and there. They will catch at them like hungry trout at flies and will find their own way to success. For those less able, less self-reliant, we shall need to supply whole links to complete the chain of their reasoning. But we must take care not

to supply the whole chain when only a few links are necessary.

Those incapable of purposeful activity on their own part need, not help, but stimulation. It is futile to recite learning before such pupils who have no desire to embrace it for their own. If a child has no desire to swim it is useless to pour water over his head.

I like the teacher who is helpful. Wisely helpful, not haphazardly so. Sparingly helpful, allowing the pupil to do his part. I like the teacher who reads with discrimination the signs "Help Wanted," and who treats both the false and the true as each deserves. I like the teacher who knows his pupils and who supplies to each, in exact quantity, the sort and amount of help he needs. I like the teacher who strives constantly to make himself unnecessary.

Inspiration on the Job

By ANNIE DOLMAN INSKEEP
Washington School
Berkeley, California

INSPIRATION while on the job should be a wellspring at which the thirsty can drink long and deep every day.

Such a source of inspiration could most profitably be a bulletin board or a bit of wall space near the teacher's desk where are placed the words of those who have trod the path and glimpsed the halo.

Make such a space today. Be sure it is where you can read a bit of inspiration whenever you are discouraged. Probably each of us can best find his own favorite words of inspiration. We should be on the outlook for them, should start collecting them.

Clip inspiring thoughts that fit your particular needs. Fill your little space with the best. Then, when the feet lag, the brain is weary, the emotions frayed or distraught with discouragement, turn to your haven of hope, read a line or may be more, and in that moment you capture inspiration anew.

The golden words that follow are carrying on through the depression, and serve many a time as a gateway to the Elysian fields of the pure joy of teaching.

THE TEACHER

The child-eyes raised to yours
Are bright with questioning:
Here, crowding to life's door,
They seek the gifts you bring.

The knowledge gained in books—
'Tis of your task a part
But yours the greater gift—
An understanding heart.

—Torrey Connor.

•

"The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers."—Calvin Coolidge.

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"Just another school day, but there is that which glorifies it and colors it with roses. Another day of school, indeed, a day of reading, writing and arithmetic it is, but also a day of building ideals and love of fellow men. A day of petty trials and punishments, of course, but also a day for shaping and for moulding from the plastic clay of childhood a noble character."

—Lucy Elizabeth Sayle.

•

Dr. William C. Bagley, professor of education at Columbia University, says:—

"In a good school every pupil learns each successive day a little bit more to stand alone, to carry on without oversight and direction, to control his own interests and desires, and direct his own conduct toward worthy end.

"The most important test of the teacher's efficiency is the degree in which he or she makes himself or herself, not indispensable, but dispensable. Self-guidance, self-discipline, self-control—these are among the primary objectives of a good school."

•

"It is not seeing how much a child can be made to learn, how many facts he can absorb, how many problems he can be made to work, or how many words he can be taught to spell. It is, rather, helping the individual child to develop to the best of his capacities. To accomplish this aim the teacher must not only have a professional attitude, but she also must be able to recognize and understand individual differences among children, she must be able to look for causes underlying handicaps, to diagnose cases and to adapt or devise methods of procedure that will counteract tendencies toward unfortunate outcomes."

—Norma V. Scheidemann.

New Books for General Reading

By MARY ALLISON BELDING

THIS ENGLAND

By Mary Ellen Chase (The Macmillan Company, $2.50).

In her latest book Mary Ellen Chase has turned from New England, of which she writes with contagious affection, to Old England, which it is evident, she has taken to her heart. To be sure she points many a humorous jibe at British weather to which the London *Times* accords almost as much deference as to the Court Circular; at British ice which "simply is NOT"; at the dogged British courtesy of trades people; at the irritating condescension of British university lecturers toward matters "trans-Atlantic."

To English food, utterly lacking in imagination but like British character, "durable, established, inviolable," she devotes a suitably solid chapter. The Englishman's "tranquil and eager consumption of brussels sprouts on a conservative average of five days out of seven" appears "proof of that unruffled tenacity which has built the British Empire."

However, of British trees and flowers, of the British ritual of tea and hospitality, of British character and manners she makes no joke. "All in all," she writes, "the manners of the English, in banks and shops, in garages and at filling stations, in country cottages and city hotels, on London thoroughfares and in rural lanes can hardly be surpassed or even equaled."

The author notes the brave, calm acceptance of the inevitable that characterizes these people, particularly the country folk. "There is," she says, "a common expression — which sums up the whole matter concisely, drawing together a dozen emotions and tying them neatly into one bundle: 'There 'tis!'"

Miss Chase's earlier books, narratives though they were, gave glimpses of her power as an essayist. In *This England* she frankly turns to the essay form, and the result is keenly satisfying.

•

THE FLOWERING OF NEW ENGLAND

By Van Wyck Brooks (E. P. Dutton and Co., $4.00).

Do not be deceived into thinking this book will be dull because it is a literary history. It is alive with anecdote, philosophy and humor. The author has chosen the narrative form though he endeavors to avoid fiction. Significant men and women who have long mouldered in their graves, as far as many people are concerned, come to life again under Van Wyck Brooks's hand. And students who have delved rather deeply into New England culture will discover a fresh yield here.

The author begins with the Boston of Gilbert Stuart. Stuart liked to tease Bostonians by starting an anecdote with "When I lived in the Athens of America," referring to Philadelphia. Bostonians smiled. They were convinced that "their little town was the holy city, and Rome, Paris and London their suburbs."

Boston atmosphere was favorable to the flowering of the mind. The War of the Revolution left many of its merchant-patricians modestly wealthy and proud of their families and their town. To perpetuate their names they had their portraits painted. They employed Bulfinch to build their homes, churches and public buildings, and these struck the note of an epoch. In their grace and propriety they were the outward and visible signs of the Boston mind.

New England respected learning. Its statesmen were scholars and most of them had trained at Harvard. So professorial chairs were endowed. Cambridge naturally fostered the literary spirit and this spirit grew until "by the middle of the ninteenth century nearly everyone in Cambridge was writing a book, the Holmeses, the Lowells, the Channings, the Wares, the Danas." Mr. Brooks breaks with the modern manner of treating with condescension these famous men and women of an earlier day. He even puts Harriet Beecher Stowe together again. Not only did *Uncle Tom's Cabin* possess a moral force that carried round the world. "Everything in Mrs. Stowe was large, her experience, her humor, her feeling for justice, her passion for the realities of human nature. Her mind had the swing and rhythm of the great story tellers." Mrs. Stowe created the Southern novel. The author quotes Mr. Joad: "A work is great when it has ceased to matter that it is bad."

To Concord during King Philip's War came Indians who had burned a number of neighboring villages. An Indian chieftain, so the story runs, looking down upon Concord from a hilltop, declared, "We shall not prosper if we go there. The Great Spirit loves that town." Mr. Brooks also apparently favors Concord for to it he devotes seven or eight chapters. He brings life and immortality to light. He enjoys the society of these men and women whose "conversation was of an interior kind." Here he finds the "large mind in small conditions; the high mind in low conditions." Yet

Concord could be one's Rome, one's world.

Mr. Brooks has written a life of Emerson and is expansive with him here, Emerson who "could rest assured that if he asked them, everyone of the gods would honor his feast." Of Bronson Alcott he says, "If the world was not ready for him, be it so." Mrs. Alcott said proudly that her "husband's tatters were the rags of righteousness." Alcott resorted to spade and saw to provide food for his family, working for his neighbors by the day like a farmhand. Dr. Channing, who believed in the union of labor and culture, remarked that "Alcott at the chopping block was the most inspiring object in Massachusetts." Henry Thoreau occupied a room in Emerson's house on the Boston turnpike, "a little room but Thoreau was a little man: his nose and his thoughts were the biggest things about him." Thoreau's "manners were of homespun sort." After the first encounter with him one perceived that "if Henry Thoreau was a thornbush, he was the kind that bears fragrant flowers." Thoreau was the son of a pencil-maker who had his little house and shop on Main street.

Mr. Brooks speaks of the place of children in this New England scene. There was an "ever present consciousness of children." The writers understood them and wrote about them. Longfellow's "Children's Hour" expressed the sentiment of all these writers, a contrast to the present day when "literature is produced by childless rebels,—or largely so produced."

From Boston, Cambridge, and Concord the author widens his horizon to include the literary contributions of other sections of New England. Mr. Brooks lets the writers speak for themselves as the story moves along, quoting directly and indirectly with freedom. He makes American literature speak for itself. He takes drab portraits down from the wall and restores them to life, color and action.

•

THREE WORLDS

By Carl Van Doren (Harper and Brothers, $3.00).

This is the autobiography of a man whom we should like to think of as a typical American, but like many people we call typical, he stands far above the average. His ancestors created him in an American pattern with admixture of several races, including the Indian. Van Doren describes in an engaging manner his industrious and happy childhood on a farm in Illinois. His early rural schooling, his omniverous reading, his ambition for a university education, these fundamental experiences he has in common with many Americans of achievement.

His ambition was to write, and in order to earn a living while he wrote, he taught. "Like half the college professors in the United States," he states, "I was a teacher by inertia." Made dynamic by a great teacher, Stuart Sherman, he himself became a great teacher, and as professor at Columbia inspired many beginners in the profession. His original ambition to write was fulfilled. At various times editor of the *Nation*, the *Century*, and the *Literary Guild*, he is now a recognized literary critic. He gives the reader of this book many bright flashes on the characteristics of some modern contemporary authors in his inner circle of friends, among them the poet Robinson and Elinor Wylie.

He has observed the world broadly, in fact *Three Worlds*, pre-war, post-war, and the new world. There is nothing of the cynic in him. His insight, though keen, is wholesome, sympathetic and hopeful. As Emerson says, it takes a small man to make a pessimist. Like his pioneer grandfather, he "looks upon the future as a perpetual adventure."

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MOUNTAIN CATTLE

By Mary Kidder Rak (Houghton Mifflin Company, $2.75).

Here is a tale of the everyday life of its author on an Arizona ranch. The impression one gets from this narrative bears little resemblance to the glorious panoramas of the movies, where handsome cowboys dash up and down precipices to the rescue of urban-mannered Mexican senoritas, with lace mantillas, embroidered shawls and velvet eyes, who dwell in spotless adobe houses of Spanish architecture. To city dwellers fed by such visions, existence on a real ranch might appear dull enough on the surface. But life at Old Camp Rucker is enlivened by Charles and Mary Rak by their diverse activities, by the exigencies of their isolated position and by the way they take it. Far as they are from neighbours, a variety of people find their way to Rucker Canyon, the here-today-gone-tomorrow Mexican-Indian cowmen; the Chicago visitors in gleaming car and sumptuous trailer, "dressed for the country with that costly simplicity real country folk never achieve"; and the saddle thieves who come upon Mrs. Rak, alone at night in the isolated ranch house. Flood, fire and personal accident are met with calm resourcefulness. The book is sincere, warm, gallant and humorous.

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GONE WITH THE WIND

By Margaret Mitchell (The Macmillan Company, $3.00).

"Gone With the Wind" threatens to break all records as a best seller if it has not already done so. It is a long novel, full of action. Its characters are drawn with fire and conviction.

A story of the South from a fresh point of view it lays its plot in northern Georgia both

on the plantations and in Atlanta. The time is the Civil War and the Reconstruction period. Its Southern planter is not the conventional Southern gentleman but a stocky, red-faced, bluff Irishman who acquired his first slave and his plantation by his aptness at poker and his head for whiskey.

Against a background of typical Southern ladies and gentlemen and negroes, the leading characters, non-conformists both, crash their way through the story, ignoring what people say and think, and causing plenty of excitement for themselves and others. Scarlett shocks everybody, beginning with her Mammy, whose code for young ladies is strict adherence to "whut gempmuns says and what dey thinks." The book re-envisages that distinctive social order of the Old South and fills us with a certain sadness. "The wind passeth over it and it is gone, and the place thereof shall know it no more."

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"LIVE ALONE AND LIKE IT"

By Marjorie Hillis (Bobbs Merrill, $1.50).

This book is almost in the way of making a mere married woman green with envy. "Living alone," Miss Hillis points out, "can be dull or fun, doom or adventure." Sentenced to "solitary refinement," the live-aloner should not think that "loneliness is an affliction sent by Providence like a hair lip, but instead a self-afflicted torture like a hair shirt." The author gives definite suggestions on what to do when you are sure nobody cares; about how to behave in your bedroom and out of it; about having friends in, and what to give them to eat; about trips and fascinating things to do in New York with a lean purse, whether you live there or only visit. It is a practical, wise and lively little book, and the illustrations by Cipe Pineles have caught its gay tone.

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THEY WALK IN THE CITY

By J. B. Priestley (Harper and Brothers, $2.50).

Priestley is satisfying. His descriptions are sure; his characters real; his situations human. In the first chapter, Rose, an inexcusably pretty factory girl, is "fired" from the Keep-Yu-Kozee Underclothing Company. She needs the work and she cares, but she is not too cast down as she goes home to tell the news. The house is shabby, the family a noisy, good-natured and friendly lot. The mother, inefficient and jolly, is cooking a hot, heavy meal on this hot, heavy night. Rose greets her with: —

"Mother."

"Yes, love."

"I've got the sack."

"Well, you silly monkey! Whatever for?"

In the next chapter, Edward Fielding rushes, crying, out of his uncongenial home, where his inconsequential father lies on his death bed. From here on reading is irresistible. What happens to Rose and Edward becomes important to you. All through the book you feel that you are seeing right into the real selves of the people. As usual Priestley is compassionate with those who work hard and still are poor and unfortunate; he is ironic with the comfortable, ignorant and self-satisfied rich. He is affectionate and humorous. This love story, laid in the north of England and in London, is capital reading.

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EGGS AND BAKER

By John Masefield (The Macmillan Company, $2.50).

The power of Masefield's thought breaks through the page in compelling words. Beneath this fascinating narrative lie deep considerations of social justice. The story is set in an English village in the 1870's. The opening scene is life to the letter. It occurs in the kitchen back of a baker's shop, where the baker's family is snatching its Saturday noon dinner after the morning's baking. The bell on the shop door tinkles at the advent of a customer. In the backyard old Marrowbones, the horse, stands switching flies as he waits to start on the afternoon delivery. The truly Christian baker and his wife and son, Bob, are good to the core, warm-hearted, generous, working and sacrificing to improve conditions in the filthy slums not far from their home. They risk popularity and business success to see justice done in the courts to a poor, half-witted fellow accused of murder. In disagreeable contrast to them is a selfish, arrogant agitator for social justice, who does a good deal of harm. It seems to me unfortunate from the standpoint of international good feeling that the author made this despicable character a foreigner and a German. One episode may well become a classic in the literature of boyhood. It details an enthralling Saturday afternoon when three boys play toreador with Farmer Neakings' bull in the pasture, which they visualize as the bull ring of Sevilla.

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THE AFRICAN WITCH

By Joyce Carey (William Morrow and Co., $2.50).

"The African Witch" is the story of the contact of blacks and whites and the conflict of barbaric and European ideas and customs in Rimi, a village on the banks of the Niger.

Louis Aladai, an African educated at Oxford, and an heir to the Emirship, is caught in the psychological and practical clash between the two worlds. Aladai's sister, on the other hand, a witch doctor, is wholly barbaric and pursues

(Continued on Page 527)

REPRESENTATIVE SCHOOL SYSTEMS

Lexington

By HENRY H. HILL

Superintendent of Schools, Lexington, Kentucky

A CHOLERA epidemic in 1833 swept the small community of Lexington, leaving hardly a home untouched by death and many children orphaned. Exhibiting true pioneer courage and unselfishness the adult survivors of the community established Lexington's first free public school, a school organized primarily that these orphaned victims of the cholera epidemic should not be deprived of some opportunity for common school education.

HENRY H. HILL

In the fall of 1933, a century later, Lexington citizens, under less heroic circumstances but with no less vision, voted overwhelmingly for a seven-project P. W. A. building and replacement program with which to house with greater safety, convenience, and efficiency the children of this generation. So well pleased were the board of education and the administration with the first P. W. A. program, which provided a total investment of $513,646 in buildings and equipment, that Lexington is now starting a second P. W. A. program, which will provide a new junior high school and a small elementary unit.

The latter unit merits a brief comment because it is apparently unique. Two years ago the Federal Housing Corporation purchased the century-old race track on which to construct 143 low-cost houses for colored citizens and an equal number for white citizens. The colored area is only three blocks from a modern elementary school for colored children but the white area is beyond an acceptable travel distance from all white elementary schools. To serve children of families in the white housing area and those living nearby, who also have to travel an excessive distance, the board of education proposes to erect a small seven-room school. There is ample land available, and it is hoped to make this school, with certain community facilities provided, a valuable experiment. The Housing Corporation will make certain annual payments in lieu of taxes and will deed a site of several acres to the board of education; the latter will construct and operate the school and the City Department of Parks and Playgrounds, responsible in Lexington for all recreational facilities, will supervise play, recreation, and community activities. Potentially, at least, children in the housing area will have a chance for a well integrated and balanced development seldom available heretofore to underprivileged children.

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Lexington enjoys many features commonly found in many cities of the "30,000 to 100,000" population group, including rather unusual kindergarten opportunities, one or more rooms for ungraded classes, crippled children and pre-tubercular children; school doctors and nurses; free textbooks for the elementary grades (a state-wide provision); well developed and self-supporting cafeterias and lunchrooms in all schools; a recently re-organized and actuarially sound pension system for all employees; and the cordial support of taxpayers and patrons. In this brief article only features which are not so commonly found will be described.

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Sound financial policies practiced over a period of years enabled Lexington to go through the depression with no cut in school term, without the loss or serious curtailment of a single feature, and with only a five per cent. cut in salaries for two years. The depression was

used as a valid reason for many administrative measures sound at any time but not acceptable to minority groups during periods of prosperity. Further, the board of education as part of the recommendations of a careful survey by the Bureau of School Service of the University of Kentucky, carefully reasoned and deliberated over by the administration and board of education, bought at depression prices $150,000 worth of new sites and additions to old sites. During the depression plans for building expansions were thus matured and ready for P. W. A. early in 1933. A recent article in a professional journal criticized P. W. A. for not allowing time to secure sites and plan buildings; Lexington was ready with sites and plans, and the need for haste presented no insurmountable difficulties.

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A new salary schedule adopted in 1935 restored all salary cuts and has provided all regular increases for the past two years. A fairly low minimum with small increases for the three probationary years, 95 per cent. objectivity until salaries reach $1,500 but partial subjectivity after that point, and a careful survey of the cost for five years to come, guarantee—so far as anything guarantees—a fair return in services to the taxpayers, a living wage to teachers, and a schedule which may be maintained. With no effort to pay salaries beyond those which will attract and retain satisfactory teachers in Lexington there has been every effort to safeguard its long-time operation without precipitous increases in tax rates or disruption of increases to the teachers.

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Through long-time planning the board of education in January starts on its second P. W. A. program, which will cost about $325,000, *without an increase in tax rate*. A ten-acre site has been purchased and paid for during the past three years, the federal government provides a 45 per cent. grant, and the board will issue approximately $180,000 in revenue bonds. These will be amortized by the simple expedient of diverting the annual amount spent on school sites during the past five years to payment of principal and interest on the new debt.

"Extra pains in teaching, extra time in visiting parents, extra patience in listening to all complainants, and extra efforts to avoid 'growing old on the job,' are regarded by the great majority of employees as part of their job. Their reward is consciousness of a job well done, and the continued confidence and support of taxpayers who, even during the depression, never attacked the Lexington Public Schools or organized a league of critics to cut salaries or abolish 'frills.'"

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In 1930 only three schools in Lexington had libraries. Through a long-term plan fourteen out of sixteen schools now have library rooms and at least a few hundred library books each. The usual difficulty encountered in elementary library establishment is costly personnel, but this has been solved for the most part by using kindergartners in the afternoons when they have no classes. As the kindergartners have become interested they have taken summer library training. The well trained senior high school librarian has fostered and encouraged the study and planning necessary. All principals are full-time supervising principals, and they, too, have helped. The next step will be to secure an itinerant librarian or library supervisor. Thus, since no appreciable extra cost in personnel is involved, about all the library appropriation goes for new books. In building the budget at least fifty cents for every child from kindergarten to senior high school is allotted for books, and if the budget must be cut, it is cut elsewhere.

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In 1931 the administration recommended a survey of teacher personnel as a basis for formulating broad policies which would over a period of years raise the level of the teaching corps. One policy adopted then and adhered to since has been to employ for any position in colored or white schools, from kindergarten to senior high school, only graduates of standard colleges and universities, and to require all non-degree teachers to earn every two years twelve semester hours towards their degrees. In 1931, only 53 per cent. of the staff of approximately 300 were graduates; in 1936, eighty-one per cent. have their degrees.

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Fiscal independence, a non-partisan board of education, and unit control, which should be the birthright of every American school community, are taken for granted in Lexington. Not in twenty years has there been any contest over election of board members, so completely have the character and ability of men who run the schools been trusted by the community. With unlimited power to levy $1.00 per hundred for school current expenses only, the board has never found it necessary to levy over eighty cents. Does this mean a conservative administration along the paths of mediocrity? The expenditure of approximately $1,000,000 for sites, buildings, and equipment within a five-year period in a city of 45,000 answers that question with an emphatic negative. Of the sixteen buildings only three date back of 1900, and these were built about 1890.

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Like all other cities the curriculum comes in for study and revision with the effort to steer

a middle course between the interesting—but sometimes indecisive—experiments of the wealthy private and suburban schools on the one hand and the stereotyped traditional schools on the other. Activity program, progressive education (spelled with a small "p"), outcomes, and creative teaching are all in the Lexington vocabulary, but so is Durant's idea that character is developed by hardships and responsibility. It still seems that the peculiar American ability "to take it" comes from some occasional practice in "taking it." The administration recalls Cromwell's reported advice to his soldiers: "Trust in the Lord but keep your powder dry."

Recalled, too, is the story of the president of the University of Kentucky's trip to see the cotton seed oil mill. Upon visiting the shipping room and seeing little oil to be shipped, he asked the Negro guide why. "Well, it's dis way, Boss; it just natu'lly takes 'bout all that oil to keep the machinery running."

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Recently there was established a small trade school for negro boys and girls. Of especial interest is the trade course in home making, intended as a thorough preparation for the duties of a modern wife or for entering personal service. It seems almost self-evident that as fewer people are needed for making things, many more must —if they are to work—enter some form of personal service. About eighty per cent. of negro graduates at Lexington do not enter college and do become cooks, maids, butlers, waiters or waitreses, and nurses. It seemed that the chances of retaining such a job would in many cases depend on real efficiency. The employer, frequently a housewife, would make the sacrifice to retain an excellent maid or cook, but would do the work herself and save the money if the employee were merely average.

PRE-TUBERCULAR OPEN-AIR ROOM, LINCOLN SCHOOL

While the school is still in the trial stage, the ultimate aim is to provide a neat, clean, and efficient worker with a physician's certificate of good health and the school's certificate of efficiency. Such a course surpasses ordinary home economics courses because the student spends one-half her time daily in the one course of home-making. Again, if no job develops, what finer contribution to the future can a school make than to make more efficient the housewives of the next generation of Afro-Americans?

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A single course in auto-driving offered for the first time as an elective to those high school boys and girls approaching sixteen was initiated this fall. Plans have been made to obtain a dual control car from the American Automobile Association so that along with "Man and the Motor Car," the text in use, and safety films and talks, there may be driving instruction, without which even this early it is easy to see the course will be a "dud" so far as the boys and girls are concerned. Maybe youth can thrill with consciousness of a no-accident record and real efficiency in driving, instead of thrilling only when driving in the worst and most dangerous fashion. It still remains to be seen.

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While Lexington uses the ordinary methods of school publicity, the first line of publicity is considerate treatment of all children and parents, with the purpose of teaching parents to understand the school and to like the school. The only effective method of keeping politics and partisan influences out of the schools over a long period of years seems to be genuine service to the patrons and the interpretation of the schools to the general public by sympathetic and understanding children and parents.

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Extra pains in teaching, extra time in visiting parents, extra patience in listening to all complainants and extra efforts to avoid "growing old on the job" —besetting sin of all agencies which serve the general public —are regarded by the great majority of employees as part of their job. Their reward is consciousness of a job well done, and the continued confidence and support of taxpayers who, even during the depression, never attacked the Lexington Public Schools or organized a league of critics to cut salaries or abolish "frills."

May a Salesman Speak?

By ONE OF THEM

Yes, indeed! And he need not tell funny stories or the latest gossip. He plays an important role in education.

I KEEP a scrap-book. It is a depository of thought-helps from which I can draw suggestions that may serve to improve my work. I am a salesman.

My texts are the educational magazines. While I no longer study my "reading, 'riting, and 'rithmetic" from a classroom seat, from the pages of the trade papers teachers still talk to me. I find, if I seek diligently, blackboard lessons and the soft voices of my masters. I am still a part of the schools, sharing in the task of education, which is America's progress.

I appreciate that my part is but a small one, and that my place is far from the front of the class; but if an interruption is permissible, I should like to raise my hand and ask a question.

Because it is constructive to stop from time to time and evaluate what is new—and to reorganize one's methods when the *new* offers a worthwhile benefit, I have indexed the materials of my scrap-book. Reviewing the thought of the year which has passed, I find under the heading, Salesmen, that a portion of that thought has been best reflected by two articles which appeared on the pages of The Journal of Education.

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One article was contributed by R. L. Hunt in the issue of April 17, which was called "Pedagogical Pennings—#1? —The Salesman." The other, on June 1st, was by Kenneth R. Patterson, a superintendent of schools at Mayfield, Kentucky, which he entitled provocatively, "Salesmen as I See Them." If I quote a sentence from each, the gist of the arguments of both can be summarized, and so a statement phrased which possibly contains the opinion held by many who hold places of some authority in our system:—

"We look to the salesman to keep us posted on the latest stories, the political situation in the state and nation, the difficulties of fellow sufferers, and everything in the field of gossip. . . . I shall be eager to give him any business possible without the asking, for he has mastered the fine art of sharing graciously and simply the rewards of a rarely rich experience in living." (As the boys in the shipping-room would say, "There's your tip-off.")

Now my question: Does this thought fairly reflect the opinions of the majority of our educators; and if it does, should we salesmen forget the past and begin our training anew in some studio which will teach us how to put on an act which can be reeled off at the rate of five shows per day?

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My Dad was a bookman. He gave fifty years of his life to the work. He sent me to college to begin there the preparation for mine. And he let me take a Master's Degree just to make certain that I knew my A. B. courses well. When I told him that I was ready to become a salesman, he said—No.

He put me in the package-room where I learned how to lay-out orders and to route freight. He moved me into the production department where I studied composition, printing, and binding. Then he gave me a desk in the office at which I wrote "copy" that was inevitably revised by the advertising department. And I served as correspondent for the company in its mailings to the schools and colleges. After some years I became certain that I was ready. But Dad said: "Not yet."

Patiently he showed me how all the divisions of a publisher's organization simply work to give a book a place-usefulness in education. Above the business always stood the book, the creative work which could not be measured in terms of hours-per-day or dollars-per-week . . . the time after midnight when fatigue overcomes the body, and one is carried into the dawn of another day, borne on alone by the driving power of a mind that must labor until a manuscript glows with the life of a new thought, a new way of doing things, which will perhaps guide others who will follow on the path we are traveling. I watched the authors in their work.

I saw that a good teacher needs no book. I also saw that as the number of pupils increased in a school, the effectiveness of the best teachers' words decreased among those children whose capacities to learn varied from the average norm of knowledge recognized by the course of study. A good book could become a practical help to every teacher. The teacher herself, however, must decide which book will best serve her classes under her teaching methods, if the best results are to be obtained. Qualified teachers wrote books to help others so that the detail of all

the work would be lighter for the system. I saw that the salesman was he who makes the teaching plan of a new book seen, read, understood, and evaluated. In order to do this well, he must first know perfectly the methods of the schools at which he calls; and second, he must be able to prove that the subject-matter of his books can meet a useful need there.

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But, to depart from the perpendicular pronoun. No man, without adequate training, can reach that rank in a publishing company today wherein he becomes their acknowledged representative . . . not in a company cataloguing a list of at least a hundred books suitable for nation-wide consideration. No publisher in New York, for example, would send a salesman to Chicago, or Boston, or Cleveland, or St. Louis to meet a superintendent, if the salesman did not have a worthwhile message of accomplishment in a given text, and if he was not able to present the facts. Like the superintendent, the salesman has been voted to his office because he possesses the qualifications for the place. In a word, he knows his job.

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How may the salesman be successful in his position? . . . that is the answer to my question. He goes to the superintendent with two purposes in mind: first to sell books (even teachers look for pay-checks) and second to learn what texts are needed most; wherein the plan of existing books may have fallen short of the ends for which they were produced. Few new books are published without obtaining the salesman's point of view. To him the company continually turns for data. He is the link in the chain which binds the publishing business to the needs of the schools.

"While I no longer study my 'reading, 'riting, and 'rithmetic' from a classroom seat, from the pages of the trade papers teachers still talk to me. I am still a part of the schools, sharing in the task of education which is America's progress.

"I appreciate that my part is but a small one, and that my place is far from the front of the class."

Before he goes to the superintendent he has exchanged ideas with hundreds of teachers and principals. He expects a fair appraisal of his product; a *yes* or *no* for his sales argument, and a reason if the answer is *no*. It is amusing to learn from the magazines that the gentlemen upon whom we call rather look to us for the latest stories in the field of gossip. It is interesting to know that we fall into two headings, those who can tell them, and those who cannot—or perhaps more correctly, I should say those who do not.

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Speaking again for myself, I say this all seems truly amusing. What a sorry thing it would be for the education of our children if we salesmen sold books only to those superintendents whom we liked because of some common personal interests; and if we would not sell books to the fellow whom we found out-of-sorts, perhaps refusing us an accustomed and respectful "good morning" because, let us say, his coffee at breakfast was no longer hot.

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We salesmen go through our paces daily. We have to recognize the tinsel which "majesty" places above the courtesies prescribed for first year children. We are expected at times to walk on our knees. We have accepted the part with grace. But now the story is out, and all can read the truth; it is in the magazines.

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There is one book on my list written by a man who spent years in the work. He died. His family are dependent upon the royalties. His book was all the heritage he left. All that he had, he put into it. I have to talk with these people early in January. I wonder whether they will read happily these clippings in my scrap-book. These people and others like them are on the other side of the superintendent's door, standing with the salesman. He speaks for all of them, and for all who write books and work to give them a place in those schools where they can help to give some child a better understanding of his course of study. The salesman's responsibility is great; not alone to himself and to his company but to the authors, those teachers, principals and superintendents who have contributed the largest share to the making of the books he carries in his bag.

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I wonder whether I have been wrong. I wonder whether I have read my magazine aright: *"First visits seldom mean sales, for the old favorites must be considered. . . ."* If the author means books, he deserves our gratitude; if he refers to his visitors as the sentence certainly suggests, is there not something at fault within our system? I wonder whether I should leave my bag behind, and go into the schools to entertain. Possibly I could learn to juggle balls. Some of those who express themselves in print seem to think we are now only juggling with words. Some years ago when the war brought us all to one level, I have seen thirsty men in officers' uniforms raise a thankful hand even to mess boys who went down the field to bring them a cup of cold water in a rust-covered can.

They Will "Sell" Children's Books

By CALVIN T. RYAN
State Teachers' College
Kearney, Nebraska

THE very first part of our courses in Children's Literature has to do with books. That is, the students learn something about the outside, or format, of a book. They learn the significance of size and appearance, good and bad bindings, the kind of paper, the size and quality of type, and the arrangement and kind of illustrations.

This information they should know, although they may have no direct use for it in the classroom. That becomes their background of selection. Its direct use comes in telling others about books. Parents frequently want this kind of information, and what is more, they should be given that information to help them in their better selection of books.

I usually have a number of books of all kinds on display before the class, and use them in demonstrating the things I give the class. This type of work makes the teaching real. I often take a cheaply bound book and destroy it before the class. I have both good and bad books for the demonstration.

Following my demonstrations I ask the members of the class to prepare a combined review and demonstration of a given book. Naturally this requires a knowledge of both content and form. Each speaker is criticized for her effectiveness and interest.

Last fall I elaborated this part of the work more than I had been in the habit of doing. And later the college librarian asked me to supply the speakers for the college Book Night for the first Thursday in November. The class voted for those who were to speak. Five were chosen.

Each girl prepared in some limited field. During the talk she would make incidental remarks about what to look for in books, the values of reading, and the proper selection according to the age-grade level of child. These remarks would grow out of the book or books she happened to be reviewing.

For the fun of it, probably, we called the young women the College Demonstration team. They were as popular as the College Debate team, and took rank with any other organization.

On the Sunday preceding Book Week we went to a nearby town where a group of parents and children had been invited to hear about books. We met in a church. I took the young women with me, both for their own experience and for my help. We took over two hundred children's books that afternoon and spent two hours in formal and informal talks about books. The young women had the experience of showing books to parents and to children, and of answering their many questions.

On Monday night two of the girls accompanied me to the Rotary meeting in our home town, and after the dinner the girls gave talks especially suited for Dads, and how they could help their children in becoming interested in books. It was the outstanding meeting of the week. The two girls held the interest of those men perfectly, and after their talks the men remained for almost an hour looking at our display. The girls took charge of the informal demonstrations, answered the questions, and discussed children's literature with those business and professional men.

Two of the team demonstrated and reviewed books for a group of women in the afternoon on Tuesday, and two more that night before a state convention of women. I tried to arrange their work so that each girl had a chance to speak twice or more.

For Wednesday night we were invited to give our reviews and make our demonstrations before a Parent-Teacher Association in a city of eighteen thousand, fifty miles from the college. Here I gave a brief introductory talk on values in reading and then turned the program over to two of the demonstration team. We had with us something like a hundred books, and after the formal part of the program the girls displayed books and answered questions for an hour.

The next night closed our Book Week program. We were invited to speak before another Parent-Teacher Association in a smaller community, about the same distance from college.

Two of the girls on the team gave talks over the local radio station on Thursday afternoon. The girl who had been giving talks on books suitable for the junior high boy and girl, changed her talk somewhat and tied it up with good books to buy for Christmas. The other girl, who had taught for two

years before coming to college, interspersed her talk with funny little incidents in her own experience with children's literature.

Each of the girls is an enthusiast for children's literature, and some day in some community those girls will "sell books" to parents. The demonstration team is a splendid idea for spreading the good news about books. As class work, it has the one defect of not including each member.

A Three-Day School for Parents

By CHARLES B. PARK
Superintendent of Schools
Reading, Michigan

This tells of a project which "created a wholesome parent-school-child relationship triangle."

THE average parent and school patron is not old-fashioned and fogey-fied in his thinking in regard to the school and its program, as many would lead us to believe. These same parents may startle you with their progressive philosophy on education if you will but offer them the opportunity. Most educators agree that much of the criticism directed at the schools of our nation results from a background of misinformation rather than from a lack of constructive progressive interest in education. Bring the adults, especially the parents, up to date in their educational thinking and they will support educational change and progress the nation over. Acquaintance with authentic facts on the part of laymen will do much to eliminate the destructive criticism which so many schools face today as soon as they make a move which can be construed as being progressive The schools must provide their own well informed public, they can't sit back and wait for "George" to do it for them.

It was from the belief that a well informed public is essential to progress in education that the Reading (Michigan) schools saw fit to conduct a very successful experiment in parent and adult education. The Reading Plan was called a "Parent Institute" for want of a better name. It might better have been called a Community Institute because the entire community participated in the program.

The Purpose

The aims set up for the Parent Institute were as follows:—

(a) To acquaint parents with the general objectives of education as set up by educational leaders.
(b) To acquaint parents with the actual significance and content of the local curriculum.
(c) To tell parents of the recent changes which had been made in the school program, and to review contemplated changes.
(d) To create a closer parent-school relationship and understanding.
(e) To justify the so-called "fads and frills" in our schools.
(f) To justify a definite program in health education and mental and sex hygiene in our schools.

With these aims in mind the organization for the first Parent Institute was developed.

The Beginning

A representative parent-school committee was first selected by the school superintendent to consider the feasibility of the Institute idea. This group was truly representative of both the city and rural interests found in the school student-body. Each rural district in the school's drawing area was represented on this committee with as many men as women serving. The committee considered the Institute idea and decided to sponsor the experiment. Thus the Parent Institute was born. From this point on, the school representatives moved as much as possible into the background and placed the responsibility of perfecting the plans in the hands of the committee.

It was decided to extend the Institute over a three-day period to be held on regular school time. In order to make this possible it was decided to send the school pupils home on these three days that they might tend to the chores and house duties while their parents attended the Institute. In order to avoid the Monday-Tuesday wash days, the Institute was started on a Wednesday morning. The regular school day was shortened a little at each end so that the Institute day was composed of six regular forty-five minute periods. It was planned to have parents enroll on the first morning when they arrived. At this time they were assigned to various class sections so that the program could be run on a regular school schedule with small classes in separate rooms. This plan was followed the first day but was

modified to some extent during the last two days to meet changing needs.

A nursery was organized in the kindergarten room under the direction of nursery school seniors from Hillsdale College. Here the mothers of small children could check their offspring for the three days of the Institute. Without the nursery a large number of mothers could not have attended the programs.

Arrangements were made with the school's home economics department to furnish free coffee each day of the Institute to those farm folks who brought their box lunches. These farm parents were provided with a large room at noon, and several hundred of them ate together during the three days.

The committee perfected a complete publicity campaign to acquaint parents and laymen with the coming Institute. Newspaper stories, bills, banners, letters of invitation, talks to clubs and other organizations, and personal visits were some of the methods employed in the publicity program.

A committee worked out the program for the three days and secured the speakers whom they desired to have take part. In order to provide high calibre specialists some financial support was needed. This was all willingly provided by the Hillsdale County Health Department, which is a unit of the W. K. Kellogg Foundation of Battle Creek; the County Medical and Dental Societies; the University of Michigan Extension Service; and the Michigan State Department of Health. With this array of support the committee had little difficulty in setting up an outstanding three-day program for the first Institute.

The Program

The program which was finally evolved included one day on "the school and how it operates." The local faculty

CHARLES B. PARK

members had charge of this entire day. Each department head worked up a fifteen-minute review of her department, with emphasis on the courses taught in the department, content and aims of each course plus an explanation of innovations and techniques used in teaching the subjects. Besides the academic program, some time was allowed for presentation of the extra-curricular phases of the school such as the athletic program, club program, and others. A special assembly program was held during the day to consider the new trends in education. The teachers passed from one class of adults to another in a regularly worked out schedule so that each person in attendance received a complete picture of the school by the end of the first day.

The second day was given over to the subject of "physical health and its relation to the school and home." The attendance was divided into three groups for lectures on vision, dental hygiene and contagious diseases, all of which were followed by discussion periods. Specialists in the field of health were brought in to conduct this phase of the Institute program.

The third day of the Institute was spent on the subjects of "mental hygiene and sex hygiene in respect to their application by the school and the home." On this day three lectures were delivered in the morning followed by discussion periods in the afternoon. The lectures were delivered to the entire group gathered in one large room.

Special assembly programs were provided during one period of each day. Here some special subject was generally presented and general announcements were given. Educational Guidance, Disease, New Trends in Education, and Community Organization were subjects which received attention on the general assembly programs.

The Parent Institute was free to everyone in the community. The attendance increased each day as the programs progressed with over four hundred in attendance on the final day. This attendance amounted to over 70 per cent. of the families represented in the school student body. The total enrollment presented even a larger percentage of coverage.

The discussion groups were actively participated in with many constructive suggestions resulting. The reaction on the part of those in attendance was enthusiastic. This was so pronounced that at the last general assembly the entire group voted to create a follow-up program in the form of a monthly educational Forum for parents and high school students. The first Forum has since been held and was attended by an overflow house.

There is little doubt as to the value of the first Parent Institute program. No other agency could possibly have created a more wholesome Parent-School-Child relationship triangle. There is every reason to believe that a similar project can be worked out successfully in any community.

Education as Creative Growth

By DANIEL P. EGINTON

PESTALOZZI must be credited with emphasizing early the necessity of education being in harmony with growth or following the "developmental process," as he said. We still do not understand what this means, however.

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Growth is the one word which best seems to indicate the aim and method of modern education.[1] Although growth involves information, training, and learning, it is much larger than any of these. Literally millions of pages have been written on the assumption that education is a process of learning this or that. Who has not taken a course on "The Learning Process"? This is a favorite expression of popular lecturers also. Enducation as *learning* overlooks entirely the importance of physical growth and the discovery and development of creative capacities. These are certainly as important as learning the multiplication tables and exports from Argentina.

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Education as *training* also has been stressed extensively. We still have Teacher Training Institutions, for example. Training is specific habit formation. Although this concept is apropos to the education of circus performers, it is wholly inadequate in the education of man. This does not mean that it should not have a very significant part in the total program, however. We should seek to help students to develop a large number of specific habits and skills.

•

Education as acquiring information is perhaps the lowest and most inadequate of all present conceptions of education. It is the philosophy upon which most high schools are organized and administered. The best evidence in support of this statement is the measuring instruments which are used to determine progress; in traditional language this means the tests which are given as the basis for marks. The emphasis in these examinations is clearly upon disconnected information, not upon testing powers, attitudes, habits, creative talents, self-control, and the other goals. This is also the philosophy behind most courses of study in social studies. There could be no better proof of this than the common expression, "How to teach social studies."

•

When education is defined as satisfactory growth, it is necessary to determine the characteristics of growth and the meaning of satisfactory growth, in order to comply with the definition. This is a difficult task. Unless it is done, however, it is impossible to understand the nature and scope of education which must form the ground for the development of a social science program. One should not make the common mistake of subscribing to the philosophy of education as growth and then listing academic subject-matter-to-be-learned as the method of attaining growth.

•

Although the processes of growth vary somewhat with different individuals, the major characteristics which should be clearly understood and carefully observed by the school and other educational agencies are as follows:—

1. It is a continuous, ongoing process which takes place at all times in all places. This means that an attempt should be made to insure desirable growth all of the time.

2. It is determined both by heredity and environment. Both are so important that we should try to see that every child has sound parents and a good home and other environment.

3. It is creative and constantly produces new meanings, new insights, new controls, and new outlooks. This means that the program of experiences for students must be creative—not mere accumulation of disconnected bits and dabs of information.

4. It is furthered or promoted by action and experiences. The effect of inaction on growth is well shown by the withered hand! The human organism demands action for its development. People, therefore, grow by doing and when they do. In this connection we should also remember that *thinking* is doing.

5. It is a very complex, intricate process. Many things can and often do go wrong in the growth or development of a person. All educational matters, therefore, are very difficult even though they may appear rather simple on the surface.

6. It is broader than learning and training. One does not learn his creative capacities, for example.

7. It should be balanced, all-around growth. Extreme specialization should be avoided. We must seek the proper growth of the whole personality—socially, physically, intellectually, morally.

8. It depends primarily upon

1. For a comprehensive analysis of the measures and scope of growth, see Eginton, Daniel P., "Tests and Measures of Satisfactory Growth." Educational Method, December, 1935.

Macmillan UNIFIED READING PROGRAM

Reading as a core subject **in the first eight grades**

Types	Grades								
	1a	1b	2	3	4	5	6	7	8
BASAL	Aa	A	A	A	A	A	A	B	B
LITERARY	C	C	C	C	D	D	D	D	D
SOCIAL SCIENCE	E	E	E	E	F	F	G	G	G
SCIENCE		H	H	H	H	H	H	H	H
HEALTH		I	I	I	I	I	I	I	I
REALISTIC	J	J	J	J	K	L	L	L	L
NUMBER		M	Mx						

Titles in the Program

A — GATES: WORK-PLAY BOOKS

a — EASY BOOK; PICNIC BOOK

B — JUNIOR LITERATURE, 1 and 2

C — LA RUE READERS

D — TREASURE TRAILS

E — DEARBORN READERS

F — WADDELL: SOCIAL READERS

G — READING TO LEARN

H — PATCH-HOWE NATURE READERS

I — HEALTH and GROWTH BOOKS

J — GOOD-COMPANION BOOKS

K — In preparation

L — REAL LIFE STORIES

M — CLARK-CUSHMAN BOOKS

X — NUMBER FRIENDS

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The Macmillan Unified Reading Program provides the correlated training, materials, and subjects required for a comprehensive course in reading throughout the first eight years. It gives not only a more intensive training in reading at every point but also a more extensive coverage of subjects and interests related to the basal subjects.

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In the primary grades, the Thorndike and Gates lists have been used as norms. In the intermediate and upper grades, however, no such scientific norms are available. Reliance has therefore been placed on the best experimental data, on classroom tests, and on the practical judgment of teachers. Thus, although the utmost care has been devoted to the grading of the vocabulary, this does not serve as the principal basis of unity for these grades. Rather has this unity been achieved through an integrated content emphasizing science and social science.

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properly-integrated meanings, which must be integrated in order to promote growth. Unless the person really understands, the same results are obtained as when food is eaten but is not digested and used for blood, muscles, bone, energy, and other parts of the body.

9. Thinking is imperative. This is the reason for adopting the problem method.

10. Much depends upon the individual's wants and interests. This means, therefore, that it is impossible to provide a satisfactory program for a student unless his interests, wants, and experiences are first carefully determined and recognized.

11. It is a gradual process with man. This means that we should not expect young children to behave as mature adults or to have the same interests.

12. Every person differs from every other. Individual differences must be recognized in the development of educational programs. In fact, there should be as many programs as there are students enrolled. We should begin with students, not with planned-in-advanced programs, such as are found in most situations today.

13. It is the way of life. Life certainly is happiest when the individual attains maximum growth or development. This is of much import in planning programs.

14. It differs somewhat with boys and girls. Sexual differences should be studied and met in the development of educational opportunities.

These salient facts about the nature of growth clearly point out the inadequacy of traditional methods of learning lessons at schools as the royal road to learning or education. Education is obviously bigger than schooling, more sensitive to child life than is generally recognized, more linked up with community living, and more dynamic and functional. Traditional methods[2] are not fitted to help anyone educate himself properly. We need to remember that growth in schools is only a minor part of the total growth process which is furthered or retarded by all of the experiences. Growth, for instance, occurs in the woods, on the street, in the theatre, at home, in factories, on the playground, in gangs, and in churches.

Each school should formulate a definition of satisfactory growth before it attempts to outline its functions or to plan an educational program. Al Capone, for example, is a very capable person in many respects, but he has used those capacities to harm rather than to help society. The general type of growth which is desirable can be determined largely by analyzing the social order and the individual. Everyone must have vitality, emotional control, and know how to get along with others, for instance.

2. Many of our leading educators are still of the traditional school as evidenced by their emphasis upon such obsolete terms as teaching assignments, recitations, courses of study, subjects, teacher training, acceleration, retardation, promotions, and curriculum building. No one has yet ever written a book in which the language harmonized with the conception of education as creative growth.

Had Hamlet Taught the Social Studies

By M. MELVYN LAWSON

Sacramento Senior High School

To indoctrinate, or not to indoctrinate, that is the question.
Whether 'tis nobler to let society suffer
The slings and arrows of an outworn social and economic system
Or to take up arms against that system
And by opposing end it?
To teach convictions, and to look for Truth no more; and
By such teaching seek to end
The headaches and the thousand fool ideas
That school is heir to—'tis a destination
Devoutly to be sought. To tell, to tell
The student what to think instead of how
Conclusions should be reached. Ay, but there's the rub!
For who can tell but that such kind of teaching
May produce conditions ten times worse than
Those unsettled ones we now enjoy. The prospect ought to give us pause
And bring the realization to our feeble brains
That Truth alone can make us free.
And if we seek by petty means to re-divide its
Great totality, we but increase a growing host of human ills.
Will we have courage to demand the facts
Or shall we sit supinely by and daily inculcate the themes
Imposed upon us by a vested few?
Perhaps the very thought of such a move will
Make us rather bear the fate we now enjoy
Than seek another that we know not of.
Yet if our nation's leaders we would be,
Can we escape our stony road of destiny?

(*With apologies to Shakespeare*)

—SIERRA EDUCATIONAL NEWS.

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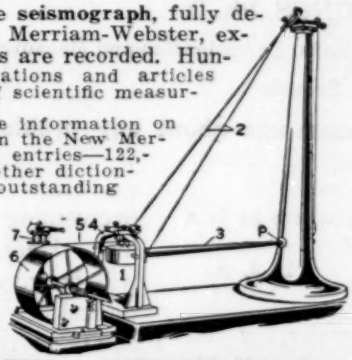

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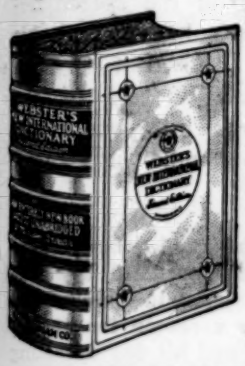

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New Books for General Reading

(Continued from Page 515)

her practice of ju-ju to her ruthless ends.

The little white colony in Rimi is the focus of the story. Miss Judy Coote, an Oxford don, has known Aladai in the English university town and believes in ignoring racial prejudice in Rimi as in Oxford. Engaged to this small, highminded and fearless English woman is Captain Rackham, a police commissioner in Rimi. The doctor's wife comments contemptuously that Rackham has fallen in love with Judy's *brains*, "as if a man who did that must be a fool."

Personal and political problems furnish excitement. The book contains no propaganda; it is a straight story.

"EXCUSE IT, PLEASE!"

By Cornelia Otis Skinner (Dodd, Mead and Company, $2.00).

"Excuse It, Please!" is a book you will want to take at one gulp so palatable will you find it. But you should restrain yourself and sip it gradually to make it last longer. Also I should advise sharing it, for if you try reading it to yourself when others are in the room, they are sure to inquire "What's the matter with you anyway? Have you gone mad?" Better read it aloud and let them go mad with you. In this group of light essays, Cornelia Otis Skinner is seen in characteristic vein.

•

THE BEDSIDE BOOK OF FAMOUS AMERICAN STORIES

Edited by Angus Burrell, Professor of English at Cornell University, and Bennet A. Cerf, Editor of Modern Library (Random House, Inc., $3.00).

In this collection of sixty-seven short stories there is an extraordinary scope. Beginning with Washington Irving and Hawthorne, it brings us down the years through Stockton, Mark Twain, Sarah Orne Jewett, Booth Tarkington to Willa Cather, Daniel Steele, Dorothy Parker, Ernest Hemingway and many others.

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This generous volume is intended primarily for the reader-for-pleasure, for the tired business man or woman, for the boy or girl in teens, for the reader at random.

Psychological Clinic

Conducted by

HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement

Boston Public Schools

You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.

QUERY—

D is a pupil in grade five in the elementary school of which I am principal. His teacher brought him to my attention because of his poor score in a reading test which I gave to all my fifth graders. He is an undersized little boy of nine years and wears glasses to correct a vision defect. He has not been retarded in his progress through the grades, but this year he was only promoted on trial to grade five. He has an intelligence quotient of 104, earns good marks in all subjects but reading and English, so that I feel loath to return him to grade four without asking your advice.

J. A. C.

Comment—

On the basis of D's chronological age and I. Q., it is evident that he possesses the ability to succeed in work on the grade five level. It would be a serious mistake were you to return him to grade four. I would advise you to administer certain oral and diagnostic reading tests to D so that you may ascertain the basis of his reading difficulty. These deficiencies should then be corrected by individual instruction, and with this help and encouragement D should be ready for full promotion to grade six in June. I am sending you the names and publishers of these tests by mail.

QUERY—

In my first grade I have a pupil named Anthony who has made no progress so far in the work of the grade. He started first grade two years ago, but caused such a commotion that he was not allowed to stay. He has now come back to school behaving much better. He is fairly attentive but as yet has learned very little. His mental age appears to be low. Must I keep this boy in my class where he is a disturbing influence?

L. J. S.

Comment—

There is no necessity for you to keep A in your class if his presence is a detriment to the learning of the other pupils. However, a mental examination should be given A by your school psychologist or a skilled psychometrist at one of your city or state hospitals. If this examination shows that A cannot profit from formal education as a member of a group, his parents should be urged to make application for his admittance to a state conducted school for the mentally deficient. Such schools are equipped to give A, and children like him, the background and training which they need and can only get in small groups under teachers especially qualified to instruct that type of child.

QUERY—

A boy in my third grade has great difficulty with reading. He has normal intelligence but is rather immature for his age, seven years and four months. He is left-handed, and has a slight speech defect. He is shy and timid, and is poorly adjusted to his group. I have tried several different methods of teaching him to read but have had no success with any of them. Can you suggest a remedy?

M. J. C.

Comment—

The boy has a reading disability further complicated by his left-handedness. His lack of reading power should be handled by individual teaching in a reading clinic devoted to overcoming disabilities in reading. Here tests for eyedness will be given and his particular difficulties analyzed. His inability to recognize the different words when called upon to read has brought on the speech defect. Failure has caused his poor social adjustment. I have sent you the address of the nearest clinic to your town equipped to handle such cases.

QUERY—

In my third grade class I have a pale, undernourished boy who complains of pains in his eyes and gives this as a reason for uncompleted work and his day dreaming habit. He is also extremely nervous and has poor muscular control. H. comes from a good home. I have hesitated to speak to his mother about this physical condition and his poor habits of work. He has normal ability but does only fair work. **L. T. A.**

Comment—

Malnourishment would be one of the causes of H.'s lack of animation and constant fatigue. The pains in his eyes suggest the need of a thorough vision test. If your school has a mid-morning lunch service, make certain that H. takes advantage of it. Frequent talks on proper foods in the health period may carry over to the home, and your local or state health service will doubtless supply you with charts and suggestive menus for distribution. If you can build H. up physically I believe the nerve and muscle condition will disappear. However, H.'s needs are urgent and vital, and contact with the home should be made at once.

Live Coals from New Castle

By SAMUEL ENGLE BURR
Superintendent of Schools
New Castle, Delaware

EDITOR'S NOTE.

A Bulletin on Health and Safety which Dr. Burr issued to his teachers this fall. Of course, the caption, "Live Coals from New Castle," was given by the editors, not the author.

THE health and safety of the school pupils of this district are matters of paramount importance to the parents, the teachers, and the pupils themselves. Whenever other school interests conflict with matters of health and safety, then these two matters are to take precedence.

In the field of health, matters of physical health, mental health, and emotional health are to be considered. In the field of safety, matters of physical safety, social safety, and moral safety are to be considered.

Good physical health depends upon good food, proper exercise, regular habits, desirable clothing, scientific ventilation of classrooms, and an even temperature of about seventy degrees indoors. Teachers should watch over these matters and regulate them so as to provide the best possible conditions for the pupils. Cleanliness of rooms, persons, and clothing are important, also.

Good mental health depends upon freedom from worry, proper adjustment to conditions which cannot be changed, pride in certain past achievements, reasonable satisfaction with the present situation or with attempts to modify it, and hope for the future. It also requires some concerted drive or unified purpose back of the many isolated and varied activities of life.

Emotional health depends upon emotional stability. To a large extent both physical health and mental health are needed before emotional good health is possible. Emotional health is evidenced by the absence of extreme reactions but on the other hand a person who is not capable of experiencing surprise, elation, or discouragement may have very poor emotional health.

Physical safety requires care and foresight. It covers conduct in school, on the playfield, on the street, in the home, and elsewhere.

For Americans, social safety means safety for democracy as an institution that actually operates in the daily lives of the citizens of this country. It means freedom of speech, of thought, of religion. It means political equality and neighborly feeling. It means the right to hold a job, to maintain a home, and to raise a family.

Moral safety measures a person's acceptance of the golden rule as a guide to actual living. Moral safety should be decided upon the bases of motives and consequences, rather than upon the application of conventional standards to isolated acts. It is important to determine *why* certain acts were performed and to determine the *consequences* of these acts before passing upon their moral values. Contemporary mores and surrounding conditions also influence moral values.

All of the teachers of this district are urged to regard these matters as basic matters in the work of the public schools. They are more important than reading, writing, and arithmetic. They are more important than algebra, literature, and chemistry. They are more important than shorthand, plumbing, and advertising. They are more important than foot-

WINSTON FLASHES

FIRST celebration of the Christmas festival on its present date, December 25, was in Rome, 350 A. D. The custom of a decorated Christmas tree began about 1600 in Germany; not until 1800 did the custom spread to other countries.

NOW ready: EVERYDAY LIFE, Book I (list price, 52c), by Ethel Maltby Gehres. Also in this basal series are a Pre-Primer and Primer. The new first reader, like the phenomenally successful previous books, is illustrated with large action photographs of *real children* in everyday activities. Do you wish descriptive literature?

A BULLET [illegible] at the sun from the earth would take seven years to reach it.

NEWEST [illegible]ember of the Winston Dictionary family, THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS, continues to break all records for universal acceptance. Just adopted—by the state of Texas—for a period of five years *for exclusive use* in the Seventh Grade.

CHEOPS, the great pyramid, is calculated to weigh 4,883,000 tons; all this stone was transported and put into place chiefly by human muscle.

SELF-DIRECTED study of spelling in the early grades has done more harm than good, according to Tirey, Fuqua, and Black, authors of the LIFE-USE SPELLER (just off press). Specific helps for teachers and pupils make progress sure and easy with this text. Available in one volume or in two parts; may we send you further information?

A MAN weighing 150 pounds on the earth would weigh about two tons on the sun. *Why?* See USEFUL SCIENCE, Book II, p. 161. Are you using this popular series by Weed, Rexford, and Carroll? Books I, II, and III, for the junior high school years; or Book III, USEFUL SCIENCE FOR HIGH SCHOOL, for the one-year course in general science.

ONLY four motor cars were registered in the United States in 1895. In 1904, only two in Kansas City—and they had a head-on collision!

EDITOR'S SELECTIONS of books just published; ideal for school libraries and Christmas giving: THE LAND OF LITTLE RAIN, by Muriel H. Fellows ($2.00) (7-10); WAGONS WESTWARD, by Armstrong Sperry, author of ALL SAIL SET ($2.00) (12-18); A DOG AT HIS HEEL, by Charles J. Finger, Newbery Medal winner ($2.00) (12-18); CORPORAL COREY OF THE ROYAL CANADIAN MOUNTED, by Jack O'Brien, author of SILVER CHIEF ($2.00) (13-18); THE WONDER BOOK OF THE AIR, by Lyman and Allen ($2.50) (all ages).

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ball, hockey, or school clubs.

But they are accomplished indirectly while instruction is being given in reading, algebra, shorthand, and football. They are concomitant values of the educative process.

This school system is designed to be safe, sane, productive, and valuable to the community which supports it. To those ends, the teachers must question themselves constantly as to the wisdom of their thoughts, words and actions, along the lines which have been suggested above. What are your answers to the following questions?

What did you do today to bring cheer and happiness to some girl or boy?

Did your words humiliate or unnecessarily hurt some pupil in your room?

Did you act like a reasoning adult when something went wrong in one of your classes?

Did you by word or deed encourage some child to disregard the rules for highway safety?

Did you bring emphasis to bear upon matters of importance or did you give too much attention to minor details?

Did you encourage some one to do better tomorrow than he was able to do today?

Did you encourage some one who had lost hope and could see no reason for trying again?

Did you lead pupils to see the values of co-operation or is competition the chief motivation in your work?

How much time, effort, and material are your pupils wasting when these should be conserved?

How much respect are you showing for the child nature as such and for the rights of individuals?

Did you allow some person to escape from a just punishment which should have followed an improper act?

Did you exemplify, by your own action, the ideals for which you want others to live?

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Teachers with Side Lines

A school man told me today about an interesting project he has for getting a little extra money. He is breeding fancy dogs.

I used to decry that sort of thing. I believed that teachers should spend all their time and energy on their work. I advocated that they devote a large part of their vacations to travel or study or to some other plan for personal and professional improvement. I felt strongly that to divide their effort was unfair to their students, to their profession, and to themselves.

In recent years, however, I have weakened in my attitude. Many good teachers and school administrators of today feel insecure in their position. Many have no hope of advancement where they now are and see little prospect of being able to get ahead by going elsewhere. They worry about losing their jobs. They wonder who will take care of them in their old age. The plans they had for economic independence have been thwarted. What are they to do?

Self-preservation is the first law of nature. In the place that many educators now find themselves it seems necessary to develop a side-line. Some are selling books in the summer; others are engaged in some sort of agricultural enterprise; others are conducting parties of tourists; still others spend their vacations working in hotels and tea-rooms. The purpose is not only to obtain a little extra money now but to find something that they can go into as a regular business should necessity arise.

It may be that such projects make teachers more practical; this is possibly some compensation. On the whole, however, I feel that the situation means a very deplorable loss to our schools.

• •

Too Many Books?

I heard a gracious and talented woman, a distinguished educator and writer, Mary Ellen Chase, give a thought-provoking address. She incidentally told of her own childhood experience as a pupil in a rural school. She said that she had to use the same reading book for several years and became so familiar with it that she knew it almost by heart from cover to cover. She was thankful that the town where she went to school was so poor that it had little money for books, for she felt that spending so much time on a few selections of good literature had been of great benefit to her. I got the impression that Miss Chase believes that the boys and girls of today have far too many reading books.

There is no doubt but that Mary Ellen Chase, brilliant and eager pupil of the academic type that she was, profited much from dwelling long on some of the world masterpieces. She might have received even more benefit from reading more widely; who knows? Certainly some of the greatest literary geniuses were prodigious readers in youth. A keen mind will use to advantage whatever material is available. But a school is made up of just ordinary boys and girls. I doubt if the great majority of pupils today will, or can, linger for years on one reading book.

It is hoped that as a result of Miss Chase's remarks before a vast audience of teachers there will not be in any school further curtailment of reading books. Already there have been far too few purchases in recent years.

The News Digest
OF EDUCATION

No Accusations

Teachers Cleared Of Subversive Charges

PHILADELPHIA.—Exoneration of Philadelphia public school officials and teachers from charges made during the past year that they have countenanced subversive instruction, was contained in a report presented to the Board of Education by a special investigating committee. The chairman of the committee, Morris B. Leeds, Germantown manufacturer, stated: "We have no specific accusations, although your committee asked those who made allegations to make their charges in detail and in writing and submit them. To that request we received no reply whatsoever." The committee reported that a large number of parents and organizations interested in education had written to it expressing conviction that there has been no subversive teaching in the schools. A resolution adopted by more than 100 teachers in the South Philadelphia High School for Girls was laid before the Board of Education at the same meeting asking the discharge of a teacher for her alleged part in causing a "red scare." A communication from the alumnae committee of the same school was also read, seeking immediate removal of the teacher from the Philadelphia school system "as a disturbing and undesirable element."

"No Marking" Wins

NEWTON, Mass.—The "no marking" system for the public schools in Newton is attracting wide interest among educators as Julian E. Warren, the superintendent of schools, announced that it would be continued with some adjustments. In the kindergarten and first three grades there is no written report whatever sent home except at the end of the year. A visit from the child's teacher to the home is the event looked forward to. In the fourth, fifth, and sixth grades there are no marks, the teacher simply writes home the progress of the child, what subjects he is most interested in and whether his work is satisfactory. In the junior high schools there is a three-point plan to show effort, distinguished work, and an average. The school department makes every effort to encourage visits of parents at the school and invites conferences. The system has been in operation about three years and its effects are constantly being studied and varied as improvements are possible. From every aspect it has been highly successful and has been widely copied.

Home Work to End for Chicago Pupils; to Use Study Periods

CHICAGO. — Something like a pupils' paradise is in prospect for young Chicagoans—a school day with fewer classes and no home work.

Dr. William H. Johnson, superintendent of public schools, said his new plan would go into effect with the February term and smooth the path to knowledge for nearly half a million students.

High school students will benefit by a broader choice of subjects and be required to take fewer of them, with more of their school day to devote to what is now home work. The extra study periods, Dr. Johnson said, would virtually eliminate the need for "midnight oil."

In addition, they will receive credits toward graduation for the required work in art, music, and physical education. That work is now being done without credit.

The way will be smoothed for younger pupils, he said, by eliminating formal arithmetic from the first and second grade curricula, starting long division with the high fifth grade instead of the low fourth, and moving decimals back to the sixth grade.

Home work is "more a matter of unfinished business" than part of a student's normal day, he said, and more could be accomplished during study periods with the teacher "acting as sort of a foreman."

On Way Out

Fewer American Teachers in Philippines

MANILA, P. I. — The extent to which the Philippines are being Filipinized is reflected in a report of the Bureau of Education that only eighty-eight Americans remain as teachers in Filipino secondary schools. Back in 1909 American secondary teachers constituted 98.08 per cent of the total employed in the schools. In 1935 the percentage had dropped to 5.97. At present 94 per cent of the high school teachers in the islands are Filipinos.

Insure "Sunshine"

NEWARK, N. J.—Sunshine every day in the year has been ordered for pupils of the Boylan Street Open Air School here. It is to be provided by one of the largest ultra-violet-ray group lamps ever to be installed in a public school. The machine is so big that it gives even distribution of light over sixteen children lying on cots and floods a room twenty-five feet square with its rays. Boylan School is maintained by the city of Newark for pre-tubercular children.

Beauty Not Needed

Cheer Leading By Girls Banned

LYNN, Mass.—Girl cheer leaders at football games of the Lynn Classical High School have been banned by Principal Fred C. Mitchell. He said he doubted the following claims presented by a group of girl petitioners: that good-looking cheer leaders would swell the box office receipts; that feminine voices carry as well or as far as masculine exhortations; that female cheer leaders can be dignified. Principal Mitchell suggested good football as a tonic for the box office.

O. K.'s Girls

Says Cheer-Leading A Lady-like Pursuit

ALBANY, N. Y.—A girl can be a cheer leader and still be a lady, Walter A. Cox, director of health education in Albany public schools, said recently. This exuberant pursuit, he added, gives girls a "chance to express themselves and trains them in leadership. Cheerleading is ladylike and modern."

New Reading Plan Brings Down Number of Subnormal Pupils

NEW YORK. — Revised programs for teaching reading in the New York City schools have helped cut the proportion of pupils deficient in reading ability from 51 per cent to 38.75 per cent, the result of a standard reading test given to 12,543 pupils of 7B grade indicated.

The revised teaching methods were devised after a similar test, given in May, 1935, to 21,850 pupils of 6B grade, had shown only 49 per cent at or above the nation-wide normal in their ability to read.

The original test disclosed marked weaknesses in vocabulary as against comprehension. It also reflected a close correlation between reading ability and environmental factors. School authorities, under the direction of Associate Superintendent Stephen F. Bayne and Assistant Superintendent Benjamin B. Greenberg, set themselves to overcome these factors, in so far as the schools were able to do so.

After thirteen months of effort they gave the 7B pupils, representing virtually the same children who had taken the original examination, a new test to determine the effectiveness of the correctives.

Like the first, this test disclosed wide variations in the pupils' reading ability, with 26.2 per cent above normal in reading achievement by two years or more and 14.75 per cent retarded by two years or more.

For all boroughs the test showed 6,561 pupils, or 52.3 per cent of those tested, above normal; 1,123, or 8.95 per cent, at normal, and 4,859, or 38.75 per cent, subnormal. A slight decline in comprehension was recorded in the 7B test, but performance on vocabulary improved sharply.

Money Runs Out

No Tax, Schools Close In Springfield, Ohio

SPRINGFIELD, O.—On the heels of the voters' rejection of a proposed special tax levy, the board of education voted to close Springfield schools indefinitely after sessions at the end of the first week of November because of lack of operating funds and inability to pay $66,000 due the 381 teachers. The proposed special levy was designed to raise $240,000 a year for three years to teach the 12,300 pupils. "Springfield has received its full amount of state funds, and if the voters turned down the proposed levy, there is nothing we can do," a state education official said.

No Charge

City to Get School And Field Free of Cost

ROCHESTER, N. H.—This city is going to have a new $600,000 high school and athletic field and it will cost the city very little if anything. This has been made possible by a gift from the Spaulding family of a sum of not more than $360,000. It is stipulated that the city obtain a 45 per cent grant toward the construction from the PWA. A few years ago the Spaulding brothers, Rolland and Huntley, both former New Hampshire governors, gave their home town of Townsend, Mass., a modern high school and now they with their families are determined that their adopted home of Rochester shall likewise benefit from their good fortune.

Brief Walk-Out

Michigan School Strike Lasts Only Two Days

UNION CITY, Mich.—One hundred and twenty Union City school pupils who had walked out of their classrooms in protest against the expulsion of a seventeen-year-old senior, returned to school. Superintendent Clare B. Kidder said there were no more than a normal number of absentees, and none that could be attributed definitely to the two-day "strike."

New Schools

140 Buildings Promised Mexico's Indian Pupils

MEXICO, D. F.—An allotment of 140 new schools to Indian communities within the Mexican Republic has been made by the Secretariat of Public Education. The creation of the new schools is in conformance with the educational program incorporated within the six-year plan of the Cardenas Government, which has scheduled 1,000 new schools a year until 1940. The 140 schools destined for Indians were granted as a result of requests made to the Department of Indian Affairs by Indian communities throughout the Republic. The petitions were for public and boarding schools, staffed with teachers and completely equipped with teaching supplies, sports fields, experimental farms, and night schools. Of the remaining 860 schools to be allotted this year the Secretariat of Education has asked the Department of Indian Affairs for suggestions where such new institutions can best be located.

Warning Sounded

Teachers Cautioned On Advocating "Isms"

BOSTON.—Educators who proclaim the beauties of Fascism "and any other isms" have no business to talk to our adolescent youth, Dr. Wallace E. Mason, principal of the State Normal School at Keene, N. H., told members of the New England Teacher Preparation Association at a meeting here recently. Normal schools want faculty members who have faith in the democratic form of government, he said. Dr. Herbert D. Welte, principal of the New Britain Teachers College, Connecticut, was elected president of the association; Dr. Charles Russell, principal of the Westfield Teachers College, Mass., vice-president; and Philip Kimball, principal of the Machias Teachers College, Maine, secretary-treasurer.

Faculty Cordial

Italian Student's Impressions of U. S.

BOSTON.—Asked to give some impressions of this country, Manfredo Pedicini, exchange student from the University of Rome in Boston University, said that the great rush of everybody is something he cannot understand. The foreign student, who has been here only a short time, said, "You rush while we take things more calmly in Italy." Another difference he pointed out was the haughtiness and coldness of the professors in Italian colleges in comparison to the kindliness and cordiality of faculty members in this country.

Human "Big Ben"

WASHINGTON. — Reuben Darby, who furnishes a de-luxe awakening service to fellow students at the University of Maryland, admits he has yet to find a satisfied customer. Reuben goes to bed at 7 p. m., and gets up at 2 a. m. After a couple of hours of studying, he makes the rounds, closing his customers' windows, and turning on the steam heat. "At seven o'clock comes the tough job, though," he said. "They don't like to be waked up. I usually have to wrestle with them." Reuben goes around later and makes the beds. His rates are "10 cents per week per room." Reuben is a freshman from Baltimore.

Oldsters Tested

Age As Related To Learning Capacity

BUFFALO, N. Y.—Good news for oldsters comes from the University of Buffalo. Investigators there report that age apparently does not wither the learning capacity. Adult students in the evening session scored just as high on college aptitude tests as did the youthful undergraduates in the regular day courses. Indeed, in these tests, the youngest, instead of shining the brightest, were found somewhat duller than the other groups. Evening students twenty years old and under also as a group received the lowest grades in classroom work. After twenty, student marks on the average actually increased with age, except for an unexplained fall between the ages of thirty-six and forty. Beyond forty the grades went up again. "The inference to be drawn from these figures is that students of advanced age in this adult program are just as able to carry academic work as are their younger classmates," report Dr. Earl J. McGrath and Dr. Lewis A. Froman, who made the study.

Pay Boost Asked

Saskatchewan Teachers Seek Minimum Wage Scale

REGINA, Sask.—A change in the basis of taxation in Saskatchewan to enable the setting of a minimum salary of $750 a year for teachers in that province was promised consideration by the provincial government. A committee from the Saskatchewan Teachers' Federation asked the Government recently for the establishment of a minimum salary, payment of Government grants directly to the teacher, and relief for school districts and for school teachers in case their salaries are below the relief scale.

College to Farms

Tuskegee Truck Visits Negro Homes

TUSKEGEE, Ala.—To the door of the underprivileged Negro farmer who couldn't go to college comes the Booker T. Washington Agricultural College. Operated by Tuskegee Institute, the college on wheels is built on an auto truck chassis, has a faculty of three, and is equipped with paraphernalia for field experiments and informative literature. The idea was inspired by Booker T. Washington, Tuskegee's founder, who rode about the countryside in a cart to encourage an education movement among members of his race.

$175,000 Suit

Dismissed Teacher Moves for Jury Trial

SALEM, Mass.—A claim for trial by jury was entered in superior court here by Miss Cora M. Foster, of Lynn, dismissed school teacher, in connection with her $175,000 suits against Mayor Manning and the six other members of the school committee of Lynn. Miss Foster was removed early in 1936 after a flag salute incident. She had been a school teacher in Lynn for forty years. In the suit she denied that she failed to have her classes salute the American flag. One of the defendants, Mrs. Alice C. Pinkham, has filed an appearance.

No Military Training

Protest Army Drill In Public Schools

KANSAS CITY. — A demand for dissolution of the military training corps in the public schools was voiced in a resolution adopted at the closing session of the international convention of the Disciples of Christ, which met here recently. Teachers' oaths were opposed in another resolution, which repudiated "any implication that the loyalty and patriotism of teachers in public schools, colleges, and universities is of such doubtful quality that an oath of allegiance is required."

Ready for Building

17-Acre Site Bought For New School

NORTHPORT, L. I.—The Board of Education recently purchased the seventeen-acre plot on Ocean avenue for the site of the new elementary school which is to be erected at a cost of $200,000. The land was purchased for $12,000, approval being given by the taxpayers for the school and land appropriations. The board is having considerable difficulty in getting land at East Northport for the new elementary school which is to be built there. The two schools will be completed for opening by Fall of 1937. Both are to cost $440,000, approval having been given the School Board to issue bonds for this amount.

Girls Date Boys

MONMOUTH, Ill.—The campus of Monmouth College buzzed with chatter when the girl students attempted to settle back into classroom routine after a recent "leap year week-end." It was a campus opinion that the girls showed more ingenuity than their boy friends in arranging—and paying for—dates that didn't utterly ruin the allowance from papa. In several instances, the girls said, quiet, studious Monmouth men turned out to be even jollier company than some of the campus heroes. While college officials reported satisfaction with the experiment, the big student question was "how many leap-year dates will become romances, if any?"

Hope Renewed for Teachers' Oath Repeal in Massachusetts

BOSTON.—Repeal of the year-old teachers' oath law looms as one of the major issues before the 1937 Massachusetts state legislature. A bill seeking repeal is being filed on Beacon Hill and the legislative conflict, a feature of the past two sessions on the bill, will be re-fought.

The anti-oath law forces, due to election results which reduced greatly the number of original oath supporters in the legislature, face 1937 with unbridled hopes of victory after successive defeats by the 1935 and 1936 sessions.

A post-election survey, completed by Professor James H. Sheldon, of Boston University, and Norton Long, of the department of government at Harvard University, shows sixty-one State representatives who backed the oath legislation in the past two years will not return to Beacon Hill in 1937—the reason, either defeat at the polls or through voluntary retirement from the legislative branch of Massachusetts government.

This turnover is taken to indicate probable victory for the anti-oath groups during the coming session, inasmuch as a sizeable majority of the successors of the sixty-one out-going oath supporters are understood to be in favor of repeal.

Perhaps the most encouraging factor in the election is the defeat of several legislators upon whom the teachers' organizations made a particular drive.

The Sheldon-Long report declared that "out of the six members of the General Court's committee on education who last winter opposed repeal, four are now gone. The report of a canvass of the new Legislature in New York says: 'Sixty per cent of the candidates from both parties favor repeal. On this basis New York teachers hope to have no serious difficulty in passing a repeal bill.' Ohio has already repealed her oath law."

Measure Waves

Electricity in Brain Studied in Rochester

ROCHESTER, N. Y. — Apparatus that amplifies one million times and records the electrical wave generated by the normal human brain, has been installed in the psychological laboratories of the University of Rochester. Dr. Leonard Carmichael, chairman of the department of psychology, said that it was possible to amplify and record the rhythmic electrical phenomena from the human brain without operating upon the subject. Some investigators believe that the study of the rhythm in cases of epilepsy and in other nervous and mental diseases may prove as important for the neurologist as the well-known electrocardiogram is for the specialist in diseases of the heart, said Dr. Carmichael.

Resorts to Court

School Principal Asks Reinstatement

SALEM, Mass. — Charging he was illegally removed as principal of the Georgetown Junior High School, Clarence W. Buckmaster, that town, filed a petition for writ of mandamus with the clerk of the superior court and asked the supreme court to order his reinstatement. Merton E. Roberts, Minnie C. Longley, and Henry Perley, the three members of the town school committee, were named respondents in the action. Buckmaster, who was elected to the Georgetown school department in 1924 and subsequently put on tenure, was dismissed by unanimous vote of the committee October 10. He claimed no evidence was produced to substantiate charges of "inefficiency" and "failure to co-operate with superiors" and that the action was illegal and void.

Commuters

State College Students Ride 2,914 Miles a Day

AMHERST, Mass. — Students who commute to Massachusetts State College will travel a distance equal to twenty-four times around the world in going to and from classes this year. Figures released from the registrar's office show that 168 students commute 2,914 miles a day from their homes to classes and back each night. Before the year is out they will have run up a total of 611,940 miles in thirty-five school weeks. Ralph L. Foster, of Colrain, holds the record for distance covered each day. He travels sixty miles every school day or 12,600 miles to and from classes during the school year. Shortest distance is covered by the sixty-six students whose homes are in Amherst. Students commute from nineteen Connecticut valley towns.

Teachers Draw Bill Asking More Help for Maine Schools

DOVER-FOXCROFT, Me.—A new school finance bill is being formulated by a joint committee of the Maine Teachers Association and the Maine Superintendents Association. This bill stresses greater participation on the part of the State in financing the educational activities of all municipalities.

The outstanding features of the new bill are as follows:—

1. Establishment of a minimum expenditure per unit of instruction of $783 in elementary schools; $1,305 in secondary schools, one-half this amount to be paid by the State.

2. Reimbursement by the State of one-half the cost of transportation or board of pupils, both elementary and secondary, said cost not to exceed $30 a year per pupil for transportation, or $150 a year per pupil for board, transportation or board of secondary pupils to be dependent on vote of special appropriation by town as at present.

3. Reimbursement to towns not maintaining high schools to the amount of one-half the legal tuition paid, said amount not to exceed the subsidy paid to towns maintaining high schools with enrollments comparable to the number of tuition pupils.

4. Establishment of an equalization fund to be distributed to those towns which, after the three foregoing sections have been complied with, would still be required to appropriate a sum greater than would be provided by a tax rate for schools of eleven mills, the State to provide from this equalization fund such sums as would be necessary in excess of the amount produced by an eleven-mill tax.

Resolutions

Jersey Teachers Ask Federal School Aid

ATLANTIC CITY, N. J.—A demand for Federal aid for schools and a broadening of the tax base and opposition to tax rate limitation were expressed in a series of resolutions adopted at the closing session of the eighty-second annual convention of the New Jersey State Teachers' Association held here. In its plea for Federal aid the association endorsed "the recommendation of the National Education Association of the Harrison-Fletcher bill in Congress, which would provide Federal appropriation for that purpose, to be allocated to the several States for distribution in the aid of public schools." The following officers were all re-elected without opposition: Leon N. Neulen, Camden, president; Miss Mattie S. Doremus, of Paterson, first vice-president; Miss Ella J. Hamilton, Atlantic City, second vice-president; and Miss Sarah O. Whitlock, New Brunswick, railroad secretary. Solomon C. Strong, West Orange, secretary, and Miss Catharine M. Zisgen, Trenton, treasurer, continue in office.

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Wants to Read

Woman at 68 Studies Her ABC's

PITTSBURGH, Pa.—Mrs. Elizabeth Mazanin, sixty-eight-year-old Munhall woman, is studying her A B C's nowadays, as she is learning to read and write. Two nights each week she goes down the hill from her home to the Munhall Neighborhood House. There, with a group of students, mostly immigrant youths, she ponders over the alphabet and her first grade reader. It is a little difficult, she admits, to guide a pencil with her hands that are gnarled from years of household labor. And it is even more difficult for her age-dimmed eyes to make out the letters of the primer. "Just think," she said, through an interpreter, "all this time I've never been able to write a letter or read a paper. I get tired of looking at the pictures in the papers—I want to read the news."

Superintendents Meet

Hear Dr. Overstreet And Elect Officers

BOSTON. — "This is the age of change and the teacher must change with the rest of the world," Dr. Harry A. Overstreet, head of the department of Philosophy at the College of the City of New York, told members of the New England Association of School Superintendents at their 119th annual banquet meeting here. "What we hope is that he will change wisely and in keeping with the democratic spirit of our country," he said. Among the guests present were: Dr. Ernest Butterfield, Connecticut commissioner of education; Dr. Bertram Packard, Maine commissioner of education; Dr. James G. Pringle, New Hampshire commissioner of education; Dr. Francis L. Bailey, Vermont commissioner of education; and James Reardon, Massachusetts commissioner of education. Officers elected were: Harry L. Moore, of Portsmouth, N. H., president; Harold T. Lowe, of Newport, vice-president; W. M. Strong, of Southington, Conn., George E. Jack, of Hollis, Maine, and Guy W. Powers, of Athens, Vt., board of directors. George R. Gardner, of Auburn, Maine, is the retiring president.

25th Meeting

English Teachers' Council Convenes at Boston

BOSTON.—More than 2,000 teachers of elementary, junior high, high school and college English from the forty-eight states and Canada attended the silver convention of the National Council of English Teachers here late in November. Dr. Patrick T. Campbell, superintendent of Boston schools, gave the welcoming address on Thanksgiving Day eve, and at the same time Dr. James Bryant Conant, president of Harvard, delivered a speech with reference to the Harvard Tercentenary.

Promote Friendship

Amity in Textbooks Urged On the American Nations

SANTIAGO, Chile.—The newspaper Nacion printed an article recently stressing the importance of a resolution that has been adopted by Argentina and Chile calling for complete revision of school textbooks that bear on the history of the two countries to remove uncordial references. The article urges that all the American nations adopt the idea of altering textbooks in a spirit of more friendly understanding in analyses of historical events.

Right to Discuss

Legion Commander Speaks For Freedom of Teachers

PHILADELPHIA.—Educators and parents here who recently have heard charges of "red" teaching in public schools authoritatively denied found especial interest in the remarks of Harry W. Colmery, national commander of the American Legion, at an impressive evening ceremony at Valley Forge on Armistice Day. Urging his hearers to interest themselves in their local schools, he declared: "Teachers who attempt to indoctrinate their students with un-American doctrines have no place in our public schools. But in order to make education real, interesting, and worthwhile, teachers have the right to gather, present, and discuss the facts impartially and scientifically."

Demand Met

WPA Adult Education Praised in Alabama

MONTGOMERY, Ala. — The program of adult education sponsored by local boards of education with the aid of the WPA has provided a long-needed service to thousands who heretofore have not had the opportunity of learning, Dr. J. B. Hobdy, state director of vocational education, told fifty adult school supervisors here for a training course. Dr. Hobdy said there was "every reason to believe" that the program filled such a widespread demand that it would become a permanent part of the Government's plan of co-operation with state and local agencies. Delayed education schools are conducted under the direction of the State Department of Education, local boards furnishing the classrooms, the WPA paying the teachers. Judson Snead, state director, said approximately 17,000 persons from sixteen years old upward were attending such classes, taught by some 600 teachers.

On Upgrade

Gain in Private School Enrollments

PHILADELPHIA.—Education, like prosperity, has evidently stepped around the corner, for the Associated Press reports that N. W. Ayer & Son, Inc., announced, following a nation-wide census, that enrollment has made gains in more than 80 per cent of the private educational institutions in the United States. Whereas only 10 per cent of the schools had capacity enrollments last year, at least 30 per cent have the S. R. O. sign out today, and more than half the schools are filled to 90 per cent of their capacity.

Teacher Training Policy Due for Debate in Connecticut

HARTFORD, Conn. — Teacher-training will once more be the centre of a legislative battle when the Connecticut General Assembly convenes in January, it is now indicated.

Whether the State shall continue its policy of operating one central Teachers College or whether it shall promote all its normal schools to collegiate rank is the issue.

Up to 1933 there were four normal schools. Then one at New Britain was made a teachers college. It has a four-year course. Students at the remaining three normal schools, at Willimantic, Danbury, and New Haven, are given three years of training. They must go to New Britain for the fourth year and their degree of bachelor of education if they want a teaching certificate.

Willimantic is the centre of the revolt against this plan. It is in rural eastern Connecticut where country towns have difficulty in getting teachers at best. Willimantic citizens argue that "their girls" should be allowed to finish their work near home.

Danbury is concerned in much the same way. New Haven has taken a less active part. With Yale, and a cluster of smaller educational institutions within its borders, it is not so much perturbed about the fate of its normal school.

Capital Schools Put Another Barrier on Reputed Communism

WASHINGTON.—Two news weeklies for schools were banned from District of Columbia classrooms under a federal law forbidding the teaching of communism here.

Articles on communism, carried as part of a series on various forms of government in the two publications, led officials to "request" principals to withhold the papers from classrooms.

Because of the law, known as the "red rider," teachers have avoided the subject of communism for fear of losing their pay.

Officials of the firm publishing both papers said the articles outlined accomplishments and shortcomings of Communist Russia.

Previous articles, outlining Democracy and Fascism, had brought no objections, they said, the policy of presenting "all sides of the problem" had brought commendation from educators.

Dr. Frank W. Ballou, superintendent of schools, authorized withholding the copies after receiving a report from Charles Hart, principal of Eastern High School.

"Principal Hart indicates," Dr. Ballou said, "that he thinks it possible that certain assertions in this article are subject to misunderstanding and might be variously interpreted."

Canned Music

Phonograph Records Given Maine Students

ORONO, Me. — The Carnegie Foundation of New York has presented to the University of Maine for use in connection with its music courses, a high-fidelity record producing unit and nearly 1,000 records. Scores for more than 150 complete works and an extensive library of 100 books on music are included. The instrument, with its accompanying library of records, will also be available for student concerts on Wednesday afternoons. These concerts are a continuation of the Music Box series given at the university for the past three years. Similar sets are being placed by the foundation in colleges and universities throughout the country.

Sure Sign

Less Reading Now Means Bad Times Over

SALT LAKE CITY. — Librarians have checked the public reading pulse and found it faltering. People, they suggest, are busier than they have been for some years, and haven't the time now for so much reading. An anticipated circulation slump in the public libraries has occurred, but it's not a serious decline, said Miss Aurelia Bennion, president of the Utah Library Association. "When the depression came, library patronage spurted," she explained. "People out of work and without funds for other entertainment turned to the free libraries. An increase in use of vocational literature was noted." With the return of improved economic conditions, the book circulation graph, as expected, has become a gently descending line, the librarian pointed out.

Progress Noted

"Hex" Being Driven Out By Pennsylvania Schools

HARRISBURG, Pa.—The "hex" is being banished at last from Pennsylvania, public instruction authorities said recently. The terror of many rural communities since the first settlers came is being driven away, they stated, by school teachers, who have found that instruction in the sciences, even in the lower grades, is the most effective weapon against superstition. The younger rural folk scorn beliefs that struck terror to their kin only a few years ago. It will take time, a spokesman for the Department of Public Instruction said, but an unrelenting war on the "voodoo," the witch doctor and the use of "signs" and "spells" to cause misfortune or counteract such misfortune should erase the terror within a few years. Court records for fifty years show the "hex" responsible for many crimes, including murder and arson.

Wider Knowledge

Link Cultural With Commercial Course

BIRMINGHAM, Eng.—An experiment in more liberal education is being tried at the City of Birmingham Commercial College during the present session. "It is intended," the college authorities say, "for young men and women (of all ages) who seek something more out of life than the professional knowledge and enthusiasm they must have for the work—whether it is commercial, technical, or professional—by which they earn their living. In an age of mechanism and routine there are still many who desire to train themselves for those major tasks and opportunities which lie beyond the narrow boundaries of their particular vocation."

The News in Latin

BROOKLYN, N. Y.—High school boys and girls struggling with Virgil and Cicero now have a chance to try out their Latin skill in reading somewhat more modern subject-matter. A new monthly, Orbis Latinus, devised for their benefit by Harry E. Wedeck, an instructor in the Erasmus Hall High School here, offers Latinized versions of topics of the day, jokes, book reviews, and short stories. The first issue includes a eulogy of President Roosevelt and even a Sherlock Holmes adventure rendered in the classic tongue. Strangely enough, the only page in English is a statement addressed to teachers of Latin.

Will Play More

Girl, 15, in No Rush To Finish College

ALBANY, N. Y.—Fifteen-year-old Sally Elsie Young, of Broadalbin, salutatorian of her high school graduation at thirteen, is "not going to hurry college." "I want to play tennis and dance this year," the youngest member of the freshman class at State College for Teachers said the other day. Then she explained why. "I just went through school in a hurry," she said. "I started school when I was six, did the second and third grades in a year and the seventh and eighth in half a year. High school took three and a half years and I didn't have much time for anything except studies and church activities." Considering herself too young for college when she graduated from Broadalbin High in 1935, she went back to high school as a post-graduate—at 14.

School for Convicts

RALEIGH, N. C.—An educational program for North Carolina's state prisoners is beginning with a full-time director in charge, it was announced here by Oscar T. Pitts, acting head of the prison division of the Department of Highways and Public Works. It will be impossible to aid the 9,000 men and women in all prison camps, so the work at first will be confined to youthful convicts and long termers. At first, classes will be confined to the Central Prison at Raleigh, Mr. Pitts indicated, and at the Caledonia Camp, in Halifax County. Later, it will be carried into other units and expanded. The educational program will be tied in with a segregation program, Mr. Pitts explained.

Book Reviews

All Around Us

ALONG NATURE'S TRAILS. By Lillian Cox Athey. Boston, Atlanta, Dallas, San Francisco, New York, Cincinnati, Chicago: American Book Company.

Nature has so many open secrets, if only we learn to look and listen for them! A book that opens the perceptions and awakens the interest of boys and girls to those mysteries in the world of growing things which surrounds and often touches them, serves a worthy educational purpose.

Such is "Along Nature's Trails," by Lillian Cox Athey. First of all, the animals and plants selected for presentation to the youthful readers, are for the most part near at hand. At least, the names are familiar, and a latent curiosity already exists about them. In the second place, the information which the author has in mind to give, is conveyed in lively fashion. The style is bright. The descriptions are vivid. The language is well adapted to boys and girls of scout age or even older. There is nothing babyish about this delightful reader. What grown-ups, even, would not like to read about "The Seven Famous Sleepers," "Exploring the Insect World," or "Nursery Pool of the Little Bandits"?—to cite but a few of the chapter headings. Lucky are the children who can have a book like this to lay bare the lore of woods and meadows and valleys.

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Economic Vestibule

AN INTRODUCTION TO ECONOMIC PROBLEMS. For Students and Teachers. By Harold F. Clark, Teachers College, Columbia University. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Written for teachers and for students of education, this "Introduction to Economic Problems" is a remarkably simple and non-technical study of economics in its most modern aspects.

The author frankly espouses the principle of economic planning. He believes a point has been reached where engineering should be substituted for haphazard individualism. Regarding the manner of bringing this change into effect, he is not dogmatic. The method ought, of course, to be consistent with democracy.

Many problems that have arisen with the coming of the second Industrial Revolution — the advent of automatic machinery — are here analyzed in a fashion to deserve wide reading even outside the circle of professional people to whom the work is primarily addressed. Many a class in current affairs might profitably employ this as a vestibule to its studies.

As Dr. Bagley points out in his editorial foreword, an era of planned abundance for all will have its dangers in the weakening of character. But the realization of such a condition is no longer a remote and imaginary possibility, and intelligent Americans need to visualize the problem in its entirety and in its parts. This book should prove unusually helpful to that end.

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A Guide to Thinking

IT SHALL BE DONE UNTO YOU. A Technique of Thinking. By Lucius Humphrey. New York: Richard E. Smith.

Subcaptioned "A Technique of Thinking," this volume dips beneath the surface of today's problems, both personal and collective, and offers a principle, old as man himself, by which such problems may be solved. The author recognizes and proclaims the truth that the human mind must be linked with the superhuman, through faith, imagination, and consistent effort, if creative powers are to be set free for action.

It is a stimulating treatment of the subject of abundant living, self-fulfillment, and successful interrelationships of men and nations.

The author makes liberal use of quotations from the Bible—not in order to support the dogmas of any particular creed, but because, as he explains, the Bible is so inexhaustible a storehouse of the experience of men in drawing upon inner and spiritual resources. The principle which Mr. Humphrey finds at the basis of all effective thinking, is too universal to be monopolized by any religious sect or sector.

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The "Twins" Reader

THE CHINESE TWINS. By Lucy Fitch Perkins. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Deservedly successful has been "The Twins Series of Geographical and Historical Readers," of which "The Chinese Twins" is the latest number. The series has, in fact, passed the impressive mark of two million copies circulated.

This newest story begins with Moon Flower and Golden Boy in their inland home where life retains its century-old habits. But these children gradually come into contact with the ideas and ways which make up New China. They aspire to become educated members of the modern world—and their adventures in achieving this objective lend to the story an inspirational quality that is quite unusual in readers of this type.

Mrs. Lucy Fitch Perkins, author of this outstanding series, not only writes in a delightful style but draws her own illustrations — and these are a charming feature.

A special school edition is available. "The Chinese Twins" is aimed at boys and girls of about the fifth grade.

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Shakespeare's Time and Ours

THE LITERATURE OF SHAKESPEARE'S ENGLAND. By Esther Cloudman Dunn, Professor of English, Smith College. New York, Chicago, Boston, San Francisco, Dallas, Atlanta: Charles Scribner's Sons.

The England of the sixteenth century was less glamorous and less squalid than history has pictured it; and to discover the real England of everyday life one must read the literature of the period, and even be prepared to read between the lines.

That, in brief, is the thesis of the author, Esther Cloudman Dunn, in preparing this fascinating portrayal and interpretation. Literature of the time is plentifully quoted. The times and the prevailing temper of the people were —surprisingly enough to most young readers—very similar to those of our twentieth century. The author takes evident delight in demonstrating these resemblances. It was an eager, aspiring, experimenting world that Shakespeare knew; not much concerned with religious or spiritual matters, but having a zest for entertainment, for joyous living, for adventure, and for development of the individual having unusual talents.

Obviously the disclosure that the English people of Shakespeare's day were so essentially like ourselves, lends a delicious flavor to the study of that bygone era; bygone but still present.

• •

Have you a "Director of Street Trades" in your schools? No? Well, Milwaukee has one and he is A. H. Froemming. He has published a yearly report, in mimeographed form, giving the laws governing the activities of children as newsboys, venders of various wares on the streets, and bootblacks. Evidently the Milwaukee schools take their responsibility for these boys and girls seriously, and the job of the street trades official is no simple or easy one. For instance—he has some 6,500 newsboys to look after. They have their Newsboys' Republic, with its "congress" adopting resolutions and that sort of thing.

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Tuition Fund

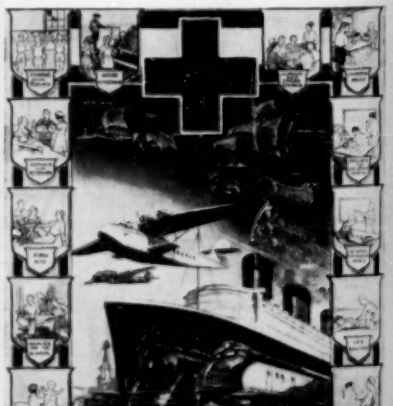
Bucknell University Has Prepayment Plan

LEWISBURG, Pa.—A prepayment plan by which parents can begin financing their children's college education at birth has just been instituted at Bucknell University. Any amount from a dollar up is enough at any time to start an account with the university, which may mean four years in academic halls for a son or daughter later on, according to the announcement. Prepayments will be invested carefully, the university asserts, and the net interest will be credited to the account annually. When the youngster is ready to enter college, if he fails to meet the Bucknell requirements or prefers to go to some other institution, the entire amount, interest included, will be refunded. Meantime, parents and prospective student will receive "counsel and guidance and inspiration" from the university along with the interest accruals. Thus, according to Arnaud C. Marts, Bucknell's acting president, "dollars which might otherwise be wasted for trivial expenditures over the years can be made to pay for college education by creating a comfortable credit on the college's books."

Coming Soon

Cultural Centre For All Americas

LOS ANGELES. — Dr. William A. Kennedy has expressed confidence that a huge cultural centre for all North and South America—a $30,000,000 endowed Pan-American university at Lima — will be chartered within a few months by the Peruvian Government. Valuable research into American archeology, the Inca and Mayan civilizations, will be one of the fields opened for its post-graduate students, said Dr. Kennedy, who, with his own funds, established a university at Lima two years ago, bearing the larger vision in mind. He announced that Herbert Hoover has agreed to serve on an advisory board comprised of representatives from the twenty-one republics of the Americas and the Dominion of Canada, and that the goal of $30,000,000 in initial endowments is near.



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Grins Between Grinds

Identification

The man entered the country post-office and asked: "Have you a parcel for Mr. Jones?"

"I have," replied the postmaster, "but how do I know you're the man?"

The man produced a photograph of himself. "Have a look at that," he said. "That looks like me, doesn't it?"

"Yes, it does," exclaimed the postmaster, and handed over the parcel without another word.

• •

Light and Airy

The builder had retired late on Saturday, dreaming of a peaceful day before him, free from the rush and scurry of every-day existence. Alas, for his hopes! Early in the morning he was awakened by an excited night watchman.

"Please, sor," he gasped, "one of the new houses has fallen!"

"What!" roared the builder. "You mean to say that one of my new, well-built, desirable villa residences has come to grief? How did it happen?"

"Well, sir," explained the watchman, "as far as I can make out, there was a little mistake. The man took the scaffolding down before they put the wallpaper on."

• •

Recognized

Little Jenny saw a dachshund. "Oh, mother," she said, "this is the kind of a dog the man on the radio sang about."

"On the radio?"

"Yes—he said: 'Get a long little doggie.'"

• •

A Hot Idea

The woman on a party line took down the receiver, but the line was in use. She heard another woman remark, "I just put on some beans to cook, so I thought I'd call you up."

Some time later the first woman again tried to use the line. The other two women were still talking. Impatient to make her call, the first woman broke in: "I smell beans burning."

There was a scream; receivers slammed; and the line was open.

• •

No Work

The dishes have been left undone,
I cannot make my beds;
The dust is piling thick and fast.
My friends just shake their heads.
The larder's getting mighty low,
There's socks for me to mend.
But I've "Gone With the Wind," you see,
And haven't reached the end.

• •

A Little Too Much

Sergeant—"You're late to go on guard. Wot's the idea?"

Private—"I overslept and . . ."

Sergeant—"In all that bombardment?"

Private—"I'd be sleeping yet if some guy hadn't been writing a letter with a scratchy pen!"